R378.3
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Index stand PRE

EDUCATIONAL RESOURCES INFORMATION CENTER

January 1972 Volume 7 Number 1

ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Volume 7 Number 1 January 1972

Research in Education

ED 054 391 – 055 252

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

PRE - Ref.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 054 391 AA 000 726

Shulman, Carol Herrnstadt

The Tenure Debate.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date Oct 71

Note—4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Freedom, Court Litigation, *Faculty, *Faculty Promotion, *Higher Education, *Teacher Employment, Teacher Welfare, *Tenure

This review examines recent economic, political, and legal developments that have created pressure for reform of the academic tenure system, codified in 1940 by the American Association of University Professors and the Association of American Colleges. At issue are problems of academic freedom, "deadwood" faculty, institutional finances, and the nonrenewal of probationary teachers' contracts. The present tenure system allows college faculty a 7-year probationary period after which they must receive life employment or be dismissed by their institution. Arguments for and against this system as well as alternative tenure systems in effect at several institutions are given. A list of 29 references is included. (CHS)

ED 054 392 AA 000 727

Cook, J. Marvin Neville, Richard F.

The Faculty as Teachers: A Perspective on Evaluation.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-13

Pub Date Sep 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, Achievement, *Effective Teaching, *Faculty Evaluation, *Higher Education, *Student Evaluation, Teacher Characteristics, Teaching Quality, *Teaching Skills

Identifiers—Maryland University Baltimore County

This paper examines the problem of measuring and evaluation teacher performance. Evaluation methods currently in use are reviewed, including the use of student questionnaires, and a recommendation for a more accurate measurement of teacher effectiveness is made. The authors specifically consider the relative merits of measurement based on student performance (direct measurement) and measurement based on teaching activities (indirect measurement) as they relate to the evaluation of faculty. This paper is based on a study performed by J. Marvin Cook for the Faculty Senate, University of Maryland, Baltimore County. (WVM)

ED 054 393 AA 000 728

Anastasiow, Nicholas

Oral Language: Expression of Thought.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Pub Date 71

Note—49p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($1.00 to members, $1.50 to nonmembers)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, *Child Language, *Cognitive Development, *Early Childhood Education, Emotional Development, Kinesthetic Methods, *Language Development, Language Experience Approach, Language Instruction, Motor Development, *Oral Expression, Psychomotor Skills, Reading Readiness, Teaching Methods, Thought Processes

A child's language reflects his thought processes and his level of development. Motor, emotional, and language development all have a direct relationship to the child's cognitive functioning--each follows the pattern of moving from gross and loosely differentiated states to refined and differentiated systems. Research in early childhood education suggests that all learning is essentially motoric and that oral language is a manifestation of early motor and language training. Therefore, learning activities which incorporate emotional, motor, cognitive, and language expression have the greatest potential for maximizing the child's intellectual growth. In assessing the language development of dialect-speaking poverty children we have come to recognize oral expression as a reflection of a system of cognitive processes--that these children are not deprived of such systems but that they have different systems. Approaches to teaching oral expression in early childhood include the use of the dictated story, puppets, sentence repetition, play, dramatization, dance, field trips, and singing. Materials designed for rhythmic-physical involvement include rhymes, jingles, dramas, pictures, and chalk boards. The teacher must accept the child's dialect, but also provide a model of Standard English for her students. (AL)

ED 054 394 AA 000 729

Konowitz, Bertram

Music in Modern American Society (Contemporary Music): A Guide for a High School Election Course.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 71

Note—93p.; Available from New York State ERIC Service, Room 468 EBA, State Education Department, Albany, N.Y. 12224 (no cost to educators)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Course Organization, *High School Curriculum, Lesson Plans, *Music Education, Student Needs, Student Teacher Relationship, *Teaching Guides, *Teaching Techniques

Designed to bridge the gap between traditional teacher-supplied content and process and the needs of the "rock era" student, this course focuses on developing minimum goals. The goals are related to musical attitudes, musical understanding, and musical skills of the student. The emphasis is on the student's human values, interpersonal feelings, and his music. The course is organized using the procedure of a "plastic teaching strategy," an organizational formula which allows for the teaching situation to maintain a capability of continuous change in shape, direction, or emphasis. The three phases of this conceptual organization are: Phase 1, exploration of student values, feelings, and music; Phase 2, experimental activities; and Phase 3, developmental involvement. The teacher's initial task is to select one of the following teaching strategies: Strategy A--the teacher establishes a Musical Focus Area; or Strategy B--the teacher initiates activity without prior formulation or selection of a Musical Focus Area. The teacher may move from one strategy to the other as class needs are reflected. Eleven approach tactics are suggested as devices for mobilizing student activity, and samples are given as illustrations of how the teacher may use these tactics. Appendixes present a Sample Lesson Plan Form, a Conceptual Lesson Form, a 56-item bibliography, recommended aids, and selections of recordings. (DB)

ED 054 395 AA 000 730

Jones, Layman H., Jr.

Student and Teacher Interactions During Evaluative Dialogues in Art.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 64

Note—77p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Evaluation Methods, *Hypothesis Testing, *Interaction Process Analysis, Learning Processes, Student Evaluation, *Student Teacher Relationship, Teacher Role, *Verbal Communication

The principal objective of this study was to develop a classification system for the elements of student and teacher evaluative dialogue which would account for (1) the content area--task centered versus peripheral, and open versus closed; (2) psychological tone--accepting versus rejecting, and neutral versus judging; (3) possibility for reflective thinking--long versus short, and repetitious versus singular; and (4) logical structure--"entry" versus "sustaining." The secondary objective was to determine what relationship may exist between patterns revealed by the classification system and (1) personality measures, (2) creative strategies, (3) predisposition for learning in art, and (4) learning in art as measured by strategy convergence. Twenty art education students participated in eight studio periods and 6 evaluative sessions, during which sessions, tapes were made which provided the primary source of data. The results of the testing of five hypotheses during the study show: (1) closed teachers use more "entries" than do open teachers; (2) "entries" or new teacher statements relate positively to aesthetic gains in art; (3) teacher open statements relate positively to gains in strategy; (4) there is no significant relationship between strategy of student or the teacher and any measure of verbal behavior used in the study; and (5) gains in aesthetic quality are positively related to the length of student statements and the percent of student talk. Data are presented in 26 tables. (DB)

ED 054 396 AA 000 731
Year-Round Schools: The 45-15 Plan. PREP-27.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-9; PREP-27
Pub Date [71]
Note—31p.; Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Single Copy $.55, Yearly Subscription $6.00 U.S., $7.50 foreign)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, Individualized Instruction, Nongraded System, *Scheduling, *School Schedules, *Space Utilization, Teacher Attitudes, *Year Round Schools
Identifiers—*Putting Research into Educational Practice (PREP)

The Valley View 45-15 Continuous School Year Plan, begun by the Valley View School District 96, Lockport, Illinois, in June 1970, calls for each student to attend school 45 schooldays and then have a 15-schoolday vacation. Thus, only three-fourths of the entire student body is in school at one time, resulting in a 33% increase in classrooms available. From baseline information, the following conclusions are drawn: 1. One-third more classroom space is available immediately through the plan; 2. Immediate savings of up to 5% per pupil can be gained; 3. Educational benefits accrue when overcrowding or double-shifting is prevented; 4. The community can learn to support four short vacations at four different times during the year; 5. If a systems approach is used and a good organizer is responsible, student scheduling can be done in 2 or 3 months on a budget of about $1 per pupil; 6. Most teachers will take a year-long contract; 7. Basic research objectives can be reached more easily if they are part of the "formative" evaluation; 8. Teachers are generally willing to try a year-round operation; and 9. Support for the plan is given by economy minded taxpayers. Among the recommendations ar e that districts that are contemplating such an operation allow at least one year for planning, and that nongraded or individualized instruction be used to solve scheduling problems. (DB)

AC

ED 054 397 AC 010 533
Deutermann, William
Educational Attainment of Workers, March 1969 and 1970.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Reprint-2696
Pub Date 70
Note—47p.; Special Labor Force Report
Journal Cit—Monthly Labor Review; Oct 1970 (with additional material)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Labor Force, *Negro Education, *Occupational Surveys, *Sex Differences, Tables (Data)

This article, comprised for the most part of tables and charts, is based primarily on information from supplementary questions in the March 1969 and March 1970 surveys of the labor force, conducted for the Bureau of Labor Statistics by the Bureau of Census, through its Current Population Survey. The findings of the surveys indicate that the gap in educational attainment between men and women workers has closed, and that the gap between white and black workers is narrowing. These changes and the reasons therefor and the likely effects in coming years are discussed. (DB)

ED 054 398 AC 010 544
Dada, Paul O. A.
Evaluation of Courses and Programs Offered Under the Auspices of Wayne State University and the University of Michigan at the University Center for Adult Education, Detroit, Michigan.
Michigan Univ., Ann Arbor. Dept of Community and Adult Education.
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Continuing Education Centers, *Course Evaluation, Educational Needs, *Program Evaluation, *University Extension
Identifiers—Center for Adult Education, Detroit, Michigan

By use of interviews, questionnaires, and observation, the courses and programs offered by the University Center for Adult Education, in Detroit, were evaluated. The courses concerned Communication and Language Art, Environment, Practical Economics, Behavioral Science, Technology, Extension Courses, and Special Events. Evaluation findings show that the Center has failed to some degree in not directing its attention to courses that are job-oriented or problem solving. It is recommended that more energy be expended on the lower echelons of the population rather than on the upper or middle echelons. An additional recommendation is that a one or two days' orientation program for teachers of adults be planned. (DB)

ED 054 399 AC 010 548
Liebert, Lisa
Police-Community Relations and the Role of the Non-Professional.
New York Univ., N.Y. New Careers Development Center.
Pub Date Jan 68
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Problems, *Nonprofessional Personnel, *Police Community Relationship, *Social Services

The employment of nonprofessionals in a career line in the police department can contribute toward the following objectives: (1) provide new sources of personnel for the department, thus reducing shortages; (2) improve police-community relations; (3) expand and improve the preventive and protective functions of the department; and (4) provide needed meaningful employment for unemployed and underemployed poverty area residents. (Author)

ED 054 400 AC 010 581
Training Law Enforcement Personnel.
Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 71
Note—29p.; Current Information Sources No. 32
Available from—Adult Education Association of the USA, 810 18th Street, N.W., Washington, D.C. 20006
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Annotated Bibliographies, *Job Training, *Law Enforcement, *Police Community Relationship, *Police Seminars, Training Techniques

This annotated bibliography contains 36 items on training of staff of law-enforcement personnel and police-community relationships. Most of the documents are from 1967-1970. Also included are instructions for ordering ERIC documents, and a list of ERIC/AE publications. (Author)

ED 054 401 AC 010 608
Sanfield, Ronald
Senior Studies.
Chicago Dept. of Human Resources, Ill.
Spons Agency—Chicago Model Cities Program, Ill.
Pub Date Aug 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Curriculum Development, *Program Evaluation, *Senior Citizens

This report describes and evaluates an adult education experiment for the elderly of the Uptown Model Cities area of Chicago. The purpose of the "Senior Studies" program was to increase opportunities for adult and continuing education for the older people of the area through the development of a curriculum that encompassed art, literature, music, history, and current events. The YMCA Community College was responsible for identification of the faculty and for curriculum development, and the Division for Senior Citizens, Chicago Department of Human Resources, assumed responsibility for all administrative and mechanical aspects of program implementation. The results of this initial effort show that there is an elderly audience that is interested in quality continuing education. The need for more opportunities for continuing education is apparent from the results of this experiment. It is suggested that community agencies as well as local institutions participate in providing academic programs for the aged citizen. (DB)

ED 054 402 AC 010 609
Senior Centers--1968.
Chicago Dept. of Human Resources, Ill.
Pub Date Jan 69
Note—43p.
Available from—Division for Senior Citizens, Department of Human Resources, Chicago, Illinois
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, *Community Services, *Educational Opportunities, *Program Evaluation, *Senior Citizens

The programs of four full-time and two part-time senior centers in the Chicago area are discussed and evaluated. The average number of participants in the centers' programs per month is 2,298. Each full-time center provides the following basic program of direct services: Assistance in Income Maintenance; Counseling; Education, Employment and Related Opportunities; Information and Referral; Service and Community Participation Opportunities; Supportive and Preventive Maintenance Programming; and Community Education in Aging. In addition to these core services, each center developed one "special emphasis" pilot project in 1968. An evaluation is made of the programs of each center. Community resources, administration, and budgetary problems are discussed. It is felt that the direction of the program as a whole needs reaffirmation of its own working definition; administrative reforms are needed to streamline and simplify the mechanics of operation and to more closely relate the field operation to general commission goals and activities; and the feasibility of sustaining the effort with diminishing funding and resources must be studied. Goals for 1969 are listed. (Not available in hard copy due to marginal legibility of original document.) (DB)

ED 054 403 AC 010 610
Wilson, Thomas W.
A Report on the Pre-Retirement Programs of the Division.
Chicago Dept. of Human Resources, Ill.
Pub Date Jun 69
Note—29p.
Available from—Division for Senior Citizens, Department of Human Resources, Chicago, Illinois
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Counseling, *Adult Education, *Community Service Programs, *Cooperative Planning, *Retirement

The Pre-Retirement Program Section of the Division for Senior Citizens, Department of Human Resources, Chicago, is charged with

providing consultation and technical assistance in pre-retirement education and planning for business, industry, labor, government, and other groups in the area. Current activities of the section include serving as a consultant to employers who are interested in or are presently conducting retirement counseling programs. The section staff members fill speaking engagements to discuss facets of retirement planning. Research is being conducted by the section on types and levels of pre-retirement programs in the area, 100 organizations being presently involved. The division's workshop program is a vital part of the ongoing training program for pre-retirement planning counselors. Plans for the future include: (1) exploring the feasibility of a cooperative division/university-sponsored field-work program for training college students to become retirement planning counselors; (2) effecting greater cooperation between labor and management in retirement program preparation; (3) stimulating interest in retirement planning among smaller employers; (4) developing a program cost-analysis form for use by clients; and (5) assisting colleges in offering retirement planning courses through adult education and evening courses. (Not available in hard copy due to marginal legibility of original document.) (DB)

ED 054 404 AC 010 611

MacGregor, Norman

Some Adult Educational Elements in Ancient Eastern Education.

Pub Date Oct 71

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Ancient History, *Continuous Learning, Educational Philosophy, *Non Western Civilization, *Religious Factors

Identifiers—Arabia, China, India, Judea

The existence of adult educational elements in acient India, China, Judea, and Arabia is demonstrated in this paper. Hindu and Buddhist adult education is discussed first, followed by Chinese adult education, Jewish adult education, and Islamic adult education. Conclusions of the study on which this paper reports are: (1) the existence of the human thirst for knowledge is demonstrated anew; (2) the effect of the religio-philosophical bases on the educational systems' workings is shown; (3) the motivating role religion plays in human learning is apparent; (4) small-group methods, personalized instruction, and a friendly learning climate were used in ancient times; (5) the ancient life-cycle could be adapted by modern adult educators to preserve the advantages of detachment and freedom of thought during the senior years; and (6) adult education in the ancient cultures was adjusted to the daily life pattern of the people so that every eligible person would be eligible to participate. From this study, modern adult education can ascertain what a force for peaceful social transformation and individual growth adult education has been and can continue to be. (DB)

ED 054 405 AC 010 613

Rogers, William C.

Community Education in World Affairs.

Pub Date 56

Note—93p.

Available from—University of Minnesota Press, Minneapolis, Minnesota

Document Not Available from EDRS.

Descriptors—*Community Education, *Community Organizations, Guides, *Instructional Materials, International Programs, *Program Planning, *World Affairs

This pamphlet for aiding community organizations in understanding world affairs consists of nine chapters. The chapter titles are as follows: 1. Setting the Task in World Affairs Education; 2. Where to Find Speakers and How to Use Them Effectively; 3. How to Organize and Maintain a Discussion Program; 4. How to Use Films; 5. How to Use Pamphlets; 6. How to Use Newspapers, Radio, and Television; 7. Projects for International Understanding and Friendship; 8. Roundup on Planning the World Affairs Program; 9. The Necessary Next Step: A Community Organization for World Affairs Education. (DB)

ED 054 406 AC 010 614

Hahn, Alan J.

Community Decision-Making Systems.

Pub Date Nov 70

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Action, *Decision Making Skills, *Guidelines, *Participant Involvement

Aframework for understanding and working with local decision-making systems is provided. Guidelines are given in: (1) identifying the participants in the decision-making system; (2) determining the decision-making structure; and (3) following the stages in the process of decision-making. A list of typical participants includes people in local government, private general interests, nongovernmental agencies, private special interests, state and federal government, churches, labor unions, voluntary associations, and citizens (through voting, organization membership, and in crisis situations). The major types of decision-making structures are: mass participation, monolithic, polylithic, and pluralistic. Since monolithic and polylithic structures are the most common, they are further subdivided into cohesive, executive-centered, competitive, and fragmented structures. The 10 stages in the community decision-making process are: (1) interest recognition, (2) convergence of interest, (3) formulation of proposals and alternatives, (4) development of strategy, (5) organization of political support, (6) establishment of relationships with authoritative decision makers, (7) authoritative consideration, (8) decision, (9) policy implementation, and (10) interest recognition. A questionnaire for use in workshops is appended. (DB)

ED 054 407 AC 010 615

Dickson, Alex

Citizen Education and the Planning Process.

Pub Date [68]

Note—41p.; An R.M. 201 paper for Environmental Influences, S.U.N.Y. College of Forestry at Syracuse University, Fall Term 1967-68

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Citizen Participation, *Community Education, *Cooperative Planning, *Decision Making, *Mass Media

Identifiers—Central New York State

In comprehensive planning, the community's goals and objectives are identified and developed; its assets and liabilities are studied and evaluated; and its resources are used to achieve its goals and objectives. Citizen participation in the planning process must be an enlightened participation. Some of the methods that may be used for citizen education are: newspaper, radio, television, planning publications, public meetings, planning exhibits and tours, and collaborative planning. Findings of a study made to determine the importance and state of citizen participation and education in Syracuse, N. Y. and vicinity are discussed from the viewpoints of mass media, public planners at state, county and city levels of government, and of a private planning consultant. The consensus of opinion is that citizens, at all levels of society, are important directly and indirectly in the planning process; that a vigorous educational program involving a variety of approaches is both feasible and essential in a successful planning program; and that the professional planner is central to the success of planning as an initiator and sustainer of activity designed to educate the legislator and citizen alike. A list of literature cited is given, and appendixes present a precis of the MIDNY project and a sample letter and questionnaire. (DB)

ED 054 408 AC 010 616

Beagle, Peggy

Factors Affecting Academic Achievement of Adult Students Enrolled in Ontario University Credit Courses.

Pub Date 70

Note—81p.; Thesis, Lakehead University, Ontario, Canada; A Pilot Project

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Adult Students, *College Students, *Comparative Analysis, *Pilot Projects, Statistical Analysis

Identifiers—Ontario Institute for Studies in Education

Existing programs, policies and practices as they affect the older adult student in Ontario universities were investigated. Interview data were collected from adult students about their experiences in the light of the policies described, and a number of obstacles to successful study encountered by these students were identified. A statistical analysis, based on data collected at Lakehead University, compared the academic performance of adult students to that of regular students. In addition, the relationship between adult academic performance and such demographic variables as age, sex, marital status, matriculation status, part-time study, and residency (in or out of the university district) was investigated. The analysis revealed that the mean academic performance of adult students (age 25 and over) was significantly higher ($p<.01$) than that of the regular college-age students. With regard to previous studies which had suggested that "mature students" (non matriculated adults) achieved at a higher level than regular students, the findings in the present study were in the same direction but not statistically significant. There were marked differences between sub-populations of adult males and females and married and single students. Matriculation status at the time of admission, and attendance part-time or full-time appeared to have no significant influence on the academic achievement of adult students. Suggestions for further research were made. (Author)

ED 054 409 AC 010 617

Wilson, Thomas W.

A Survey of Pre and Post Retirement Programs Offered by Major Employers of Metropolitan Chicago.

Chicago Dept. of Human Resources, Ill.

Pub Date Mar 71

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Employer Attitudes, *Industrial Relations, *Labor Force Nonparticipants, *Program Development, *Retirement

Identifiers—Chicago, Illinois

The present study was conceived as a means of gathering basic data on current pre- and post-retirement activities in Metropolitan Chicago. Further, the research was designed to reflect the attitude of the area's business and industrial community toward such programming. Planned in mid-1969, the study was begun officially with the distribution in October of an initial survey questionnaire (Appendix B); distribution of the second research instrument (Appendix C) began in November. Receipt of returns from the two research phases was completed in early 1970. Detailed presentation of survey data is included as Appendix A. The high response to each survey mailing (more than 40% and 87%, respectively) is an indication of the project's success. A typical program is less than 10 years old; is conducted by the personnel department; has little direct involvement from labor representatives; and is participated in on a voluntary basis by a majority of employees. Few firms have full-time or even part-time retirement counselors. The second section of the study, using a volunteer sample, involved an effort to document reasons why retirement programs were not offered by firms. (Author/DB)

ED 054 410 AC 010 638

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Adult Basic Education Materials Demonstration Project; Alabama State Module. Final Report Series.

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077(324)

Note—37p.; Subcontract AABEDC No. 1

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, *Audiovisual Aids, Curriculum Development, *Demonstration Projects, *Instructional Materials, Teacher Improvement, *Video Tape Recordings

Identifiers—Alabama

The purpose of this project grant was to demonstrate feasibility of local video tape program development for Adult Basic Education, to determine the instructional effectiveness of that programming with ABE students, and to explore means of A.B.E. teacher improvement through use of videotape. Step one, the production of an audio-visual catalog listing material appropriate to Adult Basic Education was completed. Step two, the determination of weak areas in existing audio-visuals resulted in lessons in the general areas of (1) communication skills, and (2) con-

sumer math being developed. Step three, the local development of supplemental video tape recorder (VTR) curricular material was not efficiently or effectively realized because of the lack of knowledgeable professional manpower in television curriculum development and production. Step four, exploration of teacher improvement through the use of VTR was attempted, but inadequate staffing, and logistical and technical difficulties encountered made results of this effort inconclusive. (For related documents, see AC 010 639 and 640.) (Author)

ED 054 411 AC 010 639

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Long Range Follow-Up of Adult Education Participants; West Virginia State Module. Final Report Series.

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077(324)

Note—103p.; Subcontract AABEDC No. 7

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Basic Education, *Affective Objectives, Case Studies, *Followup Studies, *Participant Characteristics, *Program Evaluation

Identifiers—West Virginia

The Long Range Follow-Up Survey (LRFUS) of 85 former adult basic education participants in Cobell, Wayne, and Lincoln Counties in West Virginia, is in its second year. Of the original 85 subjects, 2 have died and 7 presently are out of contact with the director and 4 teacher counselors. Each teacher-counselor follows a specific group. Group I is comprised of 30 men who originally were enrolled in compulsory Title V and WIN programs. Groups II and III are comprised of 30 former volunteer students, mostly women, from Title III ABE classes. Group IV is comprised of 25 men who also were non-volunteer students assigned to a combination ABE and diesel mechanic class. The functional level of most of the subjects at the time of their involvement in ABE was Level III. The non-volunteer classes were offered in an urban setting, although the clients were drawn from rural and small-town, as well as urban backgrounds. One of the volunteer groups was in an isolated rural setting; the other in a small town. The LRFUS has two main objectives: (1) to follow a sample of ABE graduates for three years to assess the ABE program by the impact on and relevance to the economic, family, educational, and community lives of the ex-students; and (2) to provide a threeyear supportive program to reinforce the ABE experience. (For related documents, see AC 010 638 and 640.) (Author/DB)

ED 054 412 AC 010 640

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Counselor Aides; Virginia State Module. Final Report Series.

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077(324)

Note—73p.; Subcontract AABEDC No. 6

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Adult Basic Education, *Counseling Programs, *Educational Improvement, Educational Interest, *Inservice Courses, *Nonprofessional Personnel

Identifiers—Virginia

The Counselor-Aide Program is implemented by para-professionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement. The counselor aides feel that they have been reasonably successful in meeting the objectives as stated. Approximately 800 contacts have been made since September 1, 1969, including new contact and follow-ups. Several have returned to Adult Basic Education classes; others have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate. Upon rating the duties and responsibilities of the counselor-aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the counselor aides, in an effort to secure names of prospective Adult Basic Education students. The tabulations found in this report portray the various areas covered in gaining an understanding of the program and students. Home visits and presentation of Adult Basic Education programs to civic groups produced the most interest and participation. Two main causes for withdrawal from classes were: (1) earned G.E.D. Certificate, (2) classes conflicted with shift-work schedule. (For related documents see AC 010 638 and 639.) (Author/DB)

ED 054 413 AC 010 710

Argyris, Chris

Intervention Theory & Method: A Behavioral Science View.

Pub Date 70

Note—385p.

Available from—Addison-Wesley Publishing Company, Reading, Mass. (no price quoted)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Case Studies, Consultants, Human Services, *Intervention, *Management Education, *Organizational Change, *Research Methodology, Social Systems, Theories

The primary tasks of intervention activity are introduced in Chapter 1. In Chapter 2, the conditions necessary to develop the competence of any social system are explored. In Chapter 3 the probabilities that client systems will tend to manifest these conditions are examined, and in Chapter 4 it is shown that the research methods used by an interventionist may also inhibit his effectiveness. Chapter 5 represents an attempt to give some suggestions for the development of more organic research and diagnostic activities that may increase the interventionists' probabilities for effectiveness. In Chapter 6, the conditions under which interventionists will work are examined, and a primary intervention cycle is developed in Chapter 7. In Chapter 8 the conditions that lead to ineffective intervention activity are examined, and Chapter 9 contains an analysis of three cases where interventionists behaved ineffectively. Chapter 10 focuses on the problems of locating a client system; Chapter 11 follows with a detailed discussion of two introductory meetings with client systems. Chapter 12 discusses how to systematically select a potential client system, and in Chapter 13 some basic requirements for diagnostic methods are presented. The method used by the writer to diagnose systems is outlined in Chapter 14. Chapter 15 discusses the feedback process, and Chapter 16 deals with the problem of terminating ineffective relationships with client systems. (Author/CK)

ED 054 414 AC 010 711

Report of the Regional Literacy Seminar for Representatives of Non-Governmental Organizations in Asia (Colombo, Ceylon, January 18-28, 1970).

World Association of Girl Guides and Girl Scouts, London (England).

Pub Date Jan 70

Note—43p.

Available from—World Association of Girl Guides and Girl Scouts, 132 Ebury Street, London SWI, England (no price quoted)

Document Not Available from EDRS.

Descriptors—Community Development, Females, Financial Support, *Functional Illiteracy, *Literacy Education, *Seminars, *Womens Education

Identifiers—Asia, United Nations

This report highlights the main features of each talk and discussion given at the seminar and pinpoints conclusions reached. The seminar made a number of recommendations, which include: (1) that Unesco place greater emphasis in all future functional literacy projects on the importance of literacy as a factor in the civic and political education of women, (2) that Unesco explore the possibility of making available an increased amount of financial and technical assistance to non-governmental organizations engaged in literacy work, (3) that Unesco invite universities in different countries to carry out applied research into the learning processes, with the specific aim of helping functional literacy work, (4) that governments ensure that the concept of functional literacy be given more emphasis in community development programs, taking into consideration the work in which the community is involved, and (5) that in planning national literacy programs for civic and political education, governments give due consideration to the special needs of the handicapped. (CK)

ED 054 415 AC 010 712

Lippitt, Gordon L., Ed. And Others

Optimizing Human Resources: Readings in Individual and Organization Development.

Pub Date 71

Note—425p.

Available from—Addison-Wesley Publishing Company, Reading , Mass. (no price quoted)

Document Not Available from EDRS.

Descriptors—Disadvantaged Groups, *Human Development, *Human Resources, *Learning Processes, *Manpower Development, Organizational Change, Sensitivity Training, *Social Change, Training Objectives

The objective of putting together this collection of readings are: (1) to organize the many diverse changes in the human resource development field, (2) to establish links between new and old trends in this field, (3) to choose areas that are on the "cutting edge" of human resource development, and (4) to present different points of view about the key areas. The first chapter focuses on trends in society and sets a backdrop for the field of human resource development. Chapter 2 covers briefly the research, theory, and guidelines on how people learn and change. A systems approach to developing human resources is the focus of Chapter 3. In Chapter 4, the field of organization development or renewal is discussed. Chapter 5 deals with laboratory training in developing human potential. In Chapter 6, focus is placed on developing specialized groups. The potential benefits to be found in changing the structure, nature, and expectations of one's job are examined in Chapter 7. Chapter 8 deals with the methods of evaluating the results of human resource development. Finally, Chapter 9 attempts to put into perspective the emerging needs, roles, and qualifications of specialists in human resource development. (Author/CK)

ED 054 416 AC 010 713

Griffith, William S. And Others

Cooperative Program Improvement; An Experiment in ABE In-Service Training. Doolittle Family Education Center Experimental In-Service Training Project. Final Report.

Chicago Univ., Ill. Dept. of Education.

Pub Date Oct 71

Note—180p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Basic Education, *Cooperative Programs, Data Analysis, *Disadvantaged Groups, Experimental Programs, Improvement Programs, *Inservice Education, *Interagency Cooperation, Problem Solving, Projects, Student Participation, Student Teacher Relationship

Identifiers—Doolittle Family Education Center

This document, consisting of seven chapters and 12 appendixes, is a full final report of the Doolittle Family Education Center Experimental In-Service Training Project. Chapter II consists of the history and plan of the project including an explanation of the framework of the model that was used to conceptualize the project. Chapter III is a report of the sequence of events associated with the execution of the project, and Chapter IV sets forth the priority ordering of the problems and solutions identified by the students and professional personnel associated with the Doolittle Center. Chapter V is a report of the perceptions of the project staff from the University of Chicago regarding the operation of the project. Chapter VI is a description of the revised model for an in-service training program for an ABE center, and Chapter VII is a listing of the conclusions reached by the project staff following their analysis of the data presented in the preceding chapters. Twenty tables illustrate the data obtained and discussed in the text. (CK)

ED 054 417 AC 010 714
Orr, Thelma P. Yeatts, Pearline
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Georgia State Module. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jun 70
Grant—OEG-2-7-005077-5077(324)
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, Demonstration Projects, Educational Facilities, *Educational Technology, Instructional Materials, *Intervention, *Learning Motivation, Models, *Student Enrollment
Identifiers—Appalachia, Georgia
The major purpose of the Georgia State Module was to demonstrate and investigate effective recruiting methods for Adult Basic Education (ABE) classes in the Appalachian Region of Georgia. In order to better understand the strengths and limitations of recruiters with differing backgrounds, this project utilized college students, lay persons, volunteers and Adult Basic Education teachers as recruiters. It was found that of the recruiting groups those who were responsible for the implementation of the program had the greatest retention. The college student recruiter was not successful in dealing with this population. Better than 80% of those students enrolled by the ABE teacher-aide recruiter and/or the ABE teacher recruiters remained in the program. The increase in local and state interest is apparent by the expressed desire to expand the program by the increase of materials and by their active participation in the program as consultants. The participants in ABE classes in the target area numbered 89 in FY 68, 199 in FY 69, and 608 in FY 70. Thus, the number of participants in the classes has increased by threefold. (Author/CK)

ED 054 418 AC 010 715
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Ohio State Module. ABE Life-Centered Curriculum Development and Teaching Technique. Final Report.
Morehead State Univ., Ky.; Scioto Valley Local School District, Piketon, Ohio.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Demonstration Projects, Educational Research, *Educational Technology, Instructional Materials, Models, Programed Instruction, *Staff Improvement, Workshops
Identifiers—Appalachia, Ohio
This workshop was held for the purpose of training selected staff members of the Ohio Module Field Unit of the Appalachian Adult Basic Education Demonstration Center (AABEDC). Twelve persons, six teachers and six paraprofessionals, were selected to participate in the workshop. While their specific jobs vary, all will be concerned with utilization of programmed instruction materials, interview counseling and referral, and administration of placement and achievement tests or surveys. Follow-up orientation and training will be provided on a local level and will relate to the individual's identified needs. This report concerns itself with orientation and training provided during the three-day workshop held at Piketon High School on August 25, 26, and 27, 1969. (CK)

ED 054 419 AC 010 716
Qazilbash, Husain
1970 Directory: Appalachian Adult Basic Education Personnel.
Morehead State Univ., Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-0-70-4616(324)
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Directories, *Professional Personnel, *Reference Materials
Identifiers—Appalachia
This directory provides quick reference to individuals at the national, regional, state and local levels who, through their responsibilities and organizations, can aid those engaged in the Appalachian Adult Basic Education Program. (CK)

ED 054 420 AC 010 717
Wilson, E. C.
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Alabama State Module. Adult Basic Education Materials Demonstration Project. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 31 Aug 70
Grant—OEG-2-7-005077-5077(324)
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Audiovisual Aids, *Catalogs, Demonstration Projects, Educational Technology, *Filmstrips, Models, *Reference Materials
Identifiers—Alabama, Appalachia
This catalog contains a listing of the audiovisual aids used in the Alabama State Module of the Appalachian Adult Basic Education Program. Aids listed include filmstrips utilized by the following organizations: Columbia, South Carolina State Department of Education; Raleigh, North Carolina State Department of Education; Alden Films of Brooklyn, New York; Coronet Instructional Films of Chicago, Illinois; Rehabilitation Research Foundation of Elmore, Alabama, and Jacksonville University Library, Jacksonville, Alabama. Subjects covered in the filmstrips include the following broad areas of study: biography, business education, guidance in health and personal appearance, language arts and skills, science, social studies, consumer education, math, Israel, vocational guidance, United States history, money management and economics. (CK)

ED 054 421 AC 010 718
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Kentucky State Module. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 31 Aug 70
Grant—OEG-2-7-005077-5077(324)
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Demonstration Centers, Educational Technology, *Financial Support, *Individualized Instruction, Instructional Materials, *Models, Projects
Identifiers—Kentucky: Kentucky State Department of Education
The objectives of this project were to: (1) demonstrate that when a public school-supported Adult Basic Education (ABE) program receives support from other agencies, the quantity of students and the quality and diversity of instruction are increased, (2) demonstrate to the Kentucky State Department of Adult Education the value of individualized instruction in an ABE learning center, and (3) demonstrate how an advisory committee can help an ABE program. Community leaders, students, consultants, and staff met four times. Problems of curriculum, recruiting, follow-up, further training and public relations were considered and acted upon. The demonstration center was so successful with demonstrating learning labs together with traditional classroom instruction that it was granted an addendum to its original budget by the Kentucky State Department of Education. (CK)

ED 054 422 AC 010 719
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Maryland State Module. Typing as a Motivational Factor and an Instructional Process in Education. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Control Groups, *Demonstration Projects, *Disadvantaged Groups, Educational Technology, Experimental Groups, *Learning Motivation, Models, Rural Population, Skill Development, Teacher Attitudes, Teaching Techniques, *Typewriting
Identifiers—Appalachia, Maryland, Western Maryland
The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-work skills were explored but not proved any more adequate than regular ABE if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that class size and attendance improved during the 100-hour experiment. Recommendations for further use on a 250-hour program were found to be needed to confirm that the 20% withdrawal from the program was realistic. (Author)

ED 054 423 AC 010 720
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: New York State Module. Project Learn. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Community Schools, *Demonstration Projects, *Disadvantaged Groups, Educational Finance, Models, *Rural Areas, Rural Education
Identifiers—Appalachia, New York State, Project Learn
The purpose of this project was to establish a rural adult basic education program through an existing community school program to demonstrate the need for adult basic education (ABE) in rural, disadvantaged section in the state of New York. Specific objectives were to increase the basic education level and employability of this undereducated adult rural population, to increase the educational support of parents for their children, to demonstrate how the community school concept can get undereducated adults involved and informed through adult education, and to demonstrate to the New York State Education Department the necessity for, and the feasibility of, budgeting funds to support ABE in a rural, isolated Appalachia area. Thirty students were involved in the program, which lasted 15 weeks; four withdrew. Three persons took and passed the High School Equivalency exam, and the post-test indicated all 23 of the remaining students progressed. All of the students still enrolled at the completion of the classes indicated a desire to re-enroll when classes resume. The New York State Education Department has made its first allocation to a non-urban school district in the state. (Author/CK)

ED 054 424 AC 010 721
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: South Carolina State Module. Development of Career and Educational Ladders between Industry and Instructional Agencies. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)

Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Career Ladders, *Communications, Demonstration Projects, Educational Technology, *Information Dissemination, Job Skills, *Manpower Development, Models, *Negro Attitudes, Race Relations, *School Industry Relationship
Identifiers—South Carolina
This project is a demonstration to show the value of a communication catalyst in the formation of a cooperative manpower development center, including a Technical Education Center, an Area Vocational Center, and Adult Education Centers. The communication catalyst is the chief communication link between community employment resources and the educational resources equipped to provide training and preparation to individuals entering or re-entering the labor force. This catalyst compiles the needs of a specific area related to unfilled and anticipated job requirements and serves as the medium for transferring these data to appropriate educational resources in the area. These needs will then be translated into action programs by the educational institutions. In Phase I the information has been gathered with some degree of success and is being disseminated to educators and employers. The findings of Phase I and the direction planned for Phase II are the contents of this report. (Author)

ED 054 425 AC 010 722
Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Ohio State Module. ABE Life-Centered Curriculum Development and Teaching Technique. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)
Note—164p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, Comparative Analysis, *Curriculum Development, Demonstration Projects, Educational Technology, *Instructional Programs, Models, *Paraprofessional School Personnel, Teacher Education, Teaching Techniques, *Workshops
Identifiers—Appalachia, Ohio
Three types of instruction were used in the Ohio Module Project: traditional classes, programmed learning centers, and home instruction. Four major objectives of the project are: (1) to determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials, (2) to compare the achievement of students participating in traditional classes with that of students utilizing programmed materials, (3) to compare achievement of students utilizing programmed materials in learning labs with that of students utilizing similar materials in the home instruction program, and (4) to assess and compare attitudes, both self-concept and teacher-student attitudes, in the students participating in the three types of programs. A three-day preservice training program was conducted for six paraprofessionals and teachers. It was found that all paraprofessionals employed in the project were highly proficient in the exercise of their duties. Pre- and post-achievement level data were derived from one of three levels of the California Test Bureau's Test of Adult Basic Education (TABE); follow-up training was found to be necessary for some teachers and paraprofessionals. Teachers and paraprofessionals were asked to observe and rate students on any observable change in attitude. The most marked change seemed to occur in the home instruction program. (CK)

ED 054 426 AC 010 723
Appalachian Adult Basic Education Teacher-Trainer Reading Workshop.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Basic Skills, Curriculum Guides, Demonstrations (Educational), Disadvantaged Groups, Material Development, *Reading Programs, *Rural Areas, *Teacher Education, *Workshops
Identifiers—Appalachia
The ultimate objective of the proposed Appalachian Adult Basic Education (ABE) Teacher-Trainer Reading Wrokshop is to improve the reading ability of the rural, disadvantaged population in Appalachia. In order to achieve this goal, a teacher-trainer workshop in reading is proposed. A team of four experienced adult basic educators will be selected from the Appalachian portion of 13 states. These four will undergo an intensive, pragmatic three-week training session in reading. A training syllabus in reading will be developed during the workshop for use by the trainers. The Appalachian ABE Teacher-Trainer Reading Workshop has been developed on the assumption that ABE teachers in Appalachia need more preparation in reading, particularly for rural adults. This workshop will incorporate an introduction and/or review of the reading process with a strong element of application to supplement the present skills of the ABE teacher. (Author/CK)

ED 054 427 AC 010 744
Reagen, Michael V., Ed.
Readings for the Institute for Drug Education at Syracuse.
Syracuse Univ., N.Y. Continuing Education Center for the Public Service.
Spons Agency—New York State Narcotic Addiction Control Commission, Albany.; Onondaga County Dept. of Mental Health, Syracuse, N.Y.
Pub Date Sep 71
Note—287p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Drug Abuse, *Drug Addiction, Mental Health, Narcotics, *Professional Continuing Education, Social Problems, *Special Health Problems, *Student Attitudes, Teacher Guidance
Intended primarily for teachers, this book of 17 readings is an attempt to provide a brief, descriptive overview of some of the complexities of the drug abuse problem. The readings are as follows: "Student Drug Use" by Helen H. Nowlis; "Recognition of the Drug User for Enforcement Agents, Teachers and Others" by William D. Alsever; "Glossary of the Youth Subculture and Drug Scene for the Establishment and Other Uptight Adults" by William D. Alsever; "Drug Abuse Problems of Identification" by the U. S. Department of Justice; "Drugs and New Religious Cults" by C. Douglas Gunn; "The Drug Challenge" by Michael V. Reagen; "Drug Survey in Syracuse Schools" by Mayor's Temporary Commission on Narcotics Abuse and Addiction in Syracuse; "The Drug Problem in Central New York" by Greg Glassner; "The Paradox of Our Schools" by Samuel Goldman; "Presentation and Implementation of a Drug Abuse Prevention Program" by Sol Gordon; "Drug Addiction" by Edwin M. Schur; "What Is Drug Abuse? Is There a Definitive Answer?" by Daniel X. Freedman; "-Drug Abuse and Law Enforcement" by Charles Delaney; "Narcotic Antagonists: New Methods to Treat Heroin Addiction" by Allen M. Hammond; "Drug Abuse--Just What the Doctor Ordered" by J. Maurice Rogers; "Mind-Altering Drugs and the Future" by Wayne O. Evans; and "Some Considerations for the Treatment of Non-Narcotic Drug Abusers" by Carl D. Chambers and Leon Brill. (DB)

ED 054 428 AC 010 745
Tough, Allen
The Adult's Learning Projects. A Fresh Approach to Theory and Practice in Adult Learning.
Ontario Inst. for Studies in Education, Toronto.
Report No—Res-Educ-Ser-No-1
Note—199p.
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada ($4.00)
Document Not Available from EDRS.
Descriptors—Adult Learning, *Adults, Bibliographies, Decision Making, *Independent Study, Information Seeking, Institutions, *Learning Motivation, Program Planning, *Projects, Research Needs, Tutoring
The why, how, and where of all of the adult's learning projects are encompassed in this book. The central focus is on the adult's efforts to learn, in particular, his decisions, preparations, reasons for learning, help, problems, and needs. The 15 chapters of the book discuss the following: highly deliberate efforts to learn; episodes and learning projects; whether learning projects are common and important; what people learn; why people learn; preparatory steps in deciding to proceed with a learning project; choosing the planner; how common and important each type of planner may be; self-planned learning; improving self-planned learning; when a nonhuman resource serves as planner; learning projects planned by a person in a one-to-one relationship; a group or its leader as planner; practical implications for institutions and instructors; and what needs to be done. The three appendixes present some borderline cases in defining learning projects; influential factors; and freedom, autonomy, and control: the relationship between helper and learner. The book contains 119 references. (DB)

ED 054 429 AC 010 746
Gobetz, Giles Edward And Others
Home Teaching of the Geriatric Blind. Final Research Report.
Cleveland Society for the Blind, Ohio.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Report No—AA-4-66-003
Pub Date 69
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Blind, Case Studies, Changing Attitudes, Demonstration Projects, Geriatrics, *Home Instruction, Human Services, *Older Adults, *Skill Development, *Special Education
A three-year home-teaching demonstration project with the geriatric blind was conducted with 171 clients in the experimental group (132 were blind for 10 years or less and were 60 years of age or older, 11 were blind 17 years or longer, 7 were in an apartment group, 7 died, and 14 had incomplete records) and 44 clients in the control group. The two teachers, both blind since childhood, held Master's Degrees in Special Education, Program for Training Home Teachers of the Adult Blind. Included among the most relevant findings of the project are the following: (1) clients 60 years of age or over and blind less than 10 years can learn various daily living skills through home teaching; (2) the client's attitudes toward life are linked with his ability to master skills; (3) the client's age was not important in the learning of skills; (4) in general, women were superior to men in skills and attitudes, and Negroes were superior to whites on all tests; (5) the 60 years of age or older blind client needs skilled help in improving their skills and attitudes; (6) generally, those clients who lived alone with no outside help scored highest in skill and attitude improvement; and (7) progress made in communication skills was impressive. Six case studies are given, and appendixes present the rating sheet, statistical summary, and project personnel biographies. (DB)

ED 054 430 AC 010 747
Goody, Jack, Ed.
Literacy in Traditional Societies.
Pub Date 68
Note—350p.
Available from—University Printing House, Cambridge, England ($12.50)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Cultural Factors, Culture Contact, *Folk Culture, Government Role, Illiteracy, *Literacy, *Non Western Civilization, Oral Communication, Social Structure, Urbanization, *Western Civilization
This series of essays derives from an interest in communications, in media and their effect upon human intercourse. Primarily, this concern with the technology of the intellect centers upon the effect of literacy on human culture, especially in 'traditional' or pre-industrial societies. In most of the essays, the effects of literacy are considered from the local level, from the standpoint of the field worker interested in the ways in which written learning is transmitted, in the position of literates in a predominately oral community, in the general uses of literacy under conditions of this kind. One aim is to provide a series of case studies illustrating the uses of literacy in 'traditional' societies where partial literacy has long been established and also the impact of writing, both 'traditional' and 'modern', upon non-literate societies. The impact of writing on northern

Ghana is examined, and the role of European writing in the New Guinea movements known as Cargo cults is analyzed. The significance of writing varies widely among the societies discussed. However, even in regions like the western Sudan, the book is an important feature of social life, because it provides a reference point for individual and social behavior. (Author/CK)

ED 054 431 AC 010 748
Nasution, Amir H., Comp.
Government Voices, People's Voices: Literacy/Adult Education for Progress and Human Welfare.
Ibadan Univ. (Nigeria). Inst. of African Adult Education.
Pub Date 8 Sep 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Adult Literacy, *African Culture, Conferences, *Developing Nations, *Educational Development, Educationally Disadvantaged, Foreign Countries, Seminars
Identifiers—Africa
A compilation of resolutions and recommendations from conferences held by African Governments and African regional and national Adult Education Associations, this booklet shows the progress made in adult education and literacy in the African States. The Conference of African States held in Addis Ababa May 15-25, 1961 laid the foundation for adult education in Africa, and produced the Outline of a Plan for African Educational Development. Resolutions and recommendations from this conference are given, as are those from the following conferences: Regional Conference on the Planning and Organization of Literacy Programmes in Africa held in Abidjan March 9-14, 1964; the Commonwealth Education Conference, 1964 held in Canada; the Commonwealth Education Conference held in Lagos February 26-March 9, 1968; the Annual Conference of the African Adult Education Association held at Makerere University College, Kampala, Uganda, January 1968; the Third General Meeting of the African Adult Education Association held at Dar es Salaam, April 23 and 25, 1971; the Second Conference of the West African Council for Teacher Education held in Sierra Leone, December 14-19, 1970; the Nigerian National Council for Adult Education initial meeting held in Lagos, March 27, 1971; and the National Seminar on Excellence in Education held in Ibadan, May 17-19, 1971. Appendix 1 notes 22 laws and decrees concerning literacy which have been adopted since September 1967, and Appendix 2 discusses a new trend in adult education and literacy. (DB)

ED 054 432 AC 010 749
Nasution, Amir H.
From Traditional to Functional Literacy and Development.
Ibadan Univ. (Nigeria). Inst. of African Adult Education.
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Adult Literacy, *African Culture, Comparative Analysis, Conventional Instruction, Educational Improvement, *Functional Illiteracy, *Literacy Education, Teacher Education
Identifiers—Africa
Traditional literacy and functional literacy programs in Africa are discussed in their various aspects. Emphasis is given to the practical side of the problems, and some guidelines for action are suggested. The illiteracy rate in Africa is shown to be 50% to 80% of the population. The various methods that have been used to teach reading are described, and criticism or objections to each method are given. The aim and content of traditional literacy are discussed and its deficiencies noted. Functional (work oriented) literacy's strengths and weaknesses are presented, and the preparation, implementation, and evaluation of functional literacy programs are described. The differences between the two literacy approaches are pointed out. Organization, financing, and mobilization of funds and forces for adult education programs are suggested. Appendix 1 presents a case study of functional literacy in an African setting; Appendix 2 presents the differences between the adult and the child as learners in a learning situation; Appendix 3 is guidelines for instructors; and Appendix 4 is an article by the author concerning the success of the Mass Education program in Indonesia. Appendix 5 is comprised of 37 references. (DB)

ED 054 433 AC 010 750
Lewis, Leon
Relating General Educational Development to Career Planning.
Manpower Administration (DOL), Washington, D.C.
Pub Date 71
Note—50p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, *Cognitive Development, *Educational Development, English Curriculum, Individual Characteristics, *Language Development, *Mathematical Experience, Mathematics Curriculum
Identifiers—Worker Traits Arrangement
This guide is designed primarily for the use of U.S. Training and Employment Service personnel and affiliated State agencies engaged in such activities as interviewing, counseling, and planning educational programs for applicants. It should also prove useful to persons involved in related activities in schools, vocational guidance or rehabilitation centers, industrial personnel offices, and other institutions or establishments. The guide defines and briefly discussed General Educational Development (GED). Application of GED in Career Planning is described. The primary purpose of determining the GED of an individual is to provide a criterion for use along with other information in relating him to suitable vocational goals. A GED Academic Level Chart is presented, which contains overall criteria for use in determining an individual's general educational development. Each level begins on a separate page, and is described by five categories of information: Definition of reasoning development; definition of mathematical development; mathematics curriculum; definition of language development; and language curriculum. Eight examples are given which illustrate methods of using the chart, along with the Worker Traits Arrangement of the DOT, for career planning. An appendix presents a verification of curriculums. (DB)

ED 054 434 AC 010 751
Continuing Education Director's Guide to Informal Education for Public Affairs.
New York State Education Dept., Albany. Bureau of Special Continuing Education.
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Adult Education, *Audiovisual Aids, Discussion Groups, Field Trips, *Group Dynamics, Meetings, *Public Affairs Education, Public Relations, Sociology
This guide for the director of continuing education focuses upon stimulating participation in civic and public affairs education. Suggestions are given as to: (1) how to write publicity releases concerning public affairs programs; (2) which audio-visual aids should be used in a given situation; (3) how field trips can be used most effectively; (4) how to determine which type of meeting procedure can best accomplish a set task; (5) how to properly conduct an institute; (6) the uses and techniques of a conference; (7) the elements necessary for a successful workshop; (8) the purpose of a seminar; and (9) when and how to use the group discussion method, and special techniques of group discussion--the buzz session, role playing, and an audience reaction team. A chart of 32 methods, techniques, and procedures for Continuing Education and of the groups in which they are used or the behavior they are meant to elicit is given. A 43-item bibliography is provided. (DB)

ED 054 435 AC 010 752
Firefighting for Civil Defense Emergencies; Support Assistants for Fire Emergencies. Instructor Guide--Part B.
International Association of Fire Chiefs, New York, N.Y.
Spons Agency—Office of Civil Defense (DOD), Washington, D.C.
Report No—IG-9-28
Pub Date Jul 71
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Defense, *Emergency Programs, Films, *Firefighters, *Fire Science Education, Instructional Aids, *Lesson Plans, Reference Materials, Teaching Guides
This guide has been developed for use in presenting part "B" of the course of instruction for Support Assistance for Fire Emergencies. It is arranged by class sessions of three hours each. Some of the sessions are divided into two or more sections covering specific subject areas. The intention is to include instruction which will extend the trainees capabilities; make him generally more useful; and qualify him to lead small groups of citizens to suppress small fires stemming from nuclear attack. Each of the eight lesson plans follows the same format: Course Title and Number; Objectives; Instructional Aids; Selected References; Suggested Films; Main Topic; and Teaching Points. (DB)

ED 054 436 AC 010 753
Ruskjer, Nina L.
The Civil Defense Director/Coordinator: An Orientation to the Position. A Program of Instruction for Local Civil Defense Coordinators.
Office of Civil Defense (DOD), Battle Creek, Mich. Staff College.
Report No—HS-1
Pub Date May 71
Note—364p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Administrative Personnel, Advisory Committees, *Civil Defense, *Emergency Programs, Government Role, Information Seeking, Interagency Coordination, Job Analysis, Laws, Occupational Information, *Programed Texts, Public Officials, Public Policy
This Staff College home study course of programmed instruction consists of five units and final examination. It requires 12-20 hours for completion. The outline emphasizes the main points being taught, and the introduction page contains important teaching points. In a unit, each page contains a bit of instruction known as a frame. There are responses at the close of each frame, from which the learner must select the best. A separate point is taught in almost every frame. This point will be learned by a study of the total situation contained in the frame, including the responses. This course attempts to show concepts, indicate positive attitudes and approaches, and provide certain basic information. Unit 1 discusses the legal authority for the civil defense coordinator's job. Unit 2 discusses the relationship of the local civil defense coordinator to local, state, and federal governments. Unit 3 discusses the categories of work in which the civil defense coordinator will be involved. Unit 4 discusses the knowledge needed for the job, and Unit 5 gives sources of support for the coordinator. (Author/CK)

ED 054 437 AC 010 755
Chabaud, Jacqueline
The Education and Advancement of Women.
Report No—ED-70-D-55-A
Pub Date 70
Note—155p.
Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, 75 Paris-7e, France ($2.00, 0.60 pounds, 8 francs, plus taxes if applicable)
Document Not Available from EDRS.
Descriptors—*Educationally Disadvantaged, *Equal Education, *Females, *Functional Illiteracy, General Education, Homemaking Education, Illiteracy, Sex Differences, Social Problems, Vocational Education, *Womens Education
Identifiers—International Education Year, Unesco
This booklet, issued as a contribution to the International Education Year, presents various aspects of the problem of advancement of women through access to education, and describes what Unesco is doing in this field. Emphasis is given to the education of women as a factor in the advancement of humanity. The education of women is discussed from the standpoints of the extent and importance of the problem, the progress that has been achieved, and efforts that are now being made to promote women's education throughout the world. (DB)

ED 054 438 AC 010 756
Iversen, Robert W.
MIDSIM: The Maxwell International Development Simulation.

Syracuse Univ., N.Y. Continuing Education Center for the Public Service.
Pub Date Jun 71
Note—160p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Game Theory, International Organizations, Interpersonal Competence, *Management Games, *Professional Continuing Education, Role Playing, *Seminars, *Simulated Environment
Identifiers—Agency for International Development, *Maxwell International Development Simulation, MIDSIM

The Maxwell International Development Simulation (MIDSIM) was designed to provide continuity and a realistic laboratory for a series of month-long seminars conducted by Syracuse University for Midcareer officials from the Agency for International Development. The seminars were designed to provide learning in three broad areas: Policy and Issues, Interpersonal and Intercultural Relations, and Managerial Skills. The first four days of every week are occupied with academic presentations in these areas. Friday is reserved as game day--the opportunity to integrate and test the knowledge and skills acquired during the week. The three rounds of the game are played in two simulated environments: Washington and "the field" (a simulated country called Nanesa), each game being concerned with one of the three critical aspects of Agency activity: Policy Formation and Budgeting, Program Planning and Negotiation, and Project Implementation and Evaluation. Each of the games is discussed as to Game Preparation, Game Plan, Critique, and Game Materials. Charts are given of the Maxwell International Development Seminar and The U. S. Foreign Assistance Process. Diagrams present Space Requirements for MIDSIM I, MIDSIM II, and MIDSIM III. (Author/DB)

ED 054 439 AC 010 757
Adult Education in Illinois: Policies and Procedures.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Adult Education.
Report No—A-216
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, *Adult Basic Education, *Adult Education Programs, Educational Coordination, *Educational Policy, Graduation Requirements, *State Legislation, *State Programs, Tenure
Identifiers—Illinois

An overview of Adult Education Programs in the State of Illinois is provided. Discussions are then presented on various facets of General Adult Education, as follows: Section 10-22.20 of The School Code of Illinois; Adult Basic Education Program; Adult High School Credit and Americanization Program; General Educational Development Program; Elementary Certificate for Adults; Cooperative Agreements; Adult and Continuing Education Council; Certification; Contribution to Pension Funds; and Tenure. An appendix gives Criterion XII for Adult Education of the North Central Association of Secondary Schools and Colleges. (DB)

ED 054 440 AC 010 758
Petshek, Kirk R.
Negroes in the White-Collar Labor Market: Training, Employment, and Attitudes.
Wisconsin Univ., Madison. Industrial Relations Research Inst.
Spons Agency—Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Pub Date 71
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Vocational Education, Comparative Analysis, Employment Experience, Employment Opportunities, Hypothesis Testing, Job Skills, Labor Force, *Negro Employment, *On the Job Training, Surveys, *White Collar Occupations

This study, designed to explore the differences in the experiences of white and Negro workers in obtaining and retaining employment in the white-collar labor market, utilized an extensive questionnaire and structured-interview techniques. A survey was made of a random sample of 250 respondents (164 whites, 83 Negroes, and 3 Others) from three sources. Findings of the study are: (1) Few of the activities normally assumed to lead to successful employment experience proved to have a significant correlation with success in the labor market. (2)Virtually the same percentage of white and Negro workers were either married or had never been married. (3) Negro expectations of discrimination seem to make them doubt their chances with the result that they tend to enter the labor market later and to establish themselves more slowly. (4) Negro workers relied more than whites on the Employment Service for job referrals, but differences in the use of alternative methods was not as great as expected. (5) The training activities in the vocational schools seemed to contribute to generally more favorable employment records of those who took these courses voluntarily; it appears that on-the-job training is more successful than other types. (6) There is a similarity between the races in relation to employment success and school activities. (7) Social intercourse between workers was the same for both Negro and white. (DB)

ED 054 441 AC 010 760
Aker, George F. Powell, Toni
Developing and Managing Adult Basic Education Programs.
Florida State Univ., Tallahassee.
Pub Date Mar 70
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Administrator Responsibility, *Adult Basic Education, *Program Administration

This book is designed for Executive Directors in Adult Basic Education, delineating his various roles and responsibilities. Although his primary responsibility is related to his administrative or managerial role, other roles which he shares in common with the instructional staff are: as teacher or educator, as planner, as evaluator, and as Action Researcher. The responsibilities of the Executive Director for program development are: (1) determining the needs of the target population and determining project goals; (2) translating goals and needs into specific objectives; (3) recruiting, selecting, and training staff; (4) program promotion and student recruitment; (5) in-service training and staff development; (6) program implementation; (7) provision of instruction; (8) evaluation; and (9) program modification in accordance with evaluation results. (DB)

ED 054 442 AC 010 761
Adult Basic Education; Students' Progress Guide. Experimental Study for Evaluation and Proposed Revision.
Education Service Center Region 6, Huntsville, Tex.; Texas Education Agency, Austin.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, *Adult Basic Education, Guides, Part Time Teachers, *Skill Development, *Student Records, *Teaching Guides

The Adult Students' Guide is designed to assist the busy part-time Adult Basic Education Teacher maintain a continuous evaluation of individual student's progress. The guide presents an overview of the five curriculum areas in Adult Basic Education. The contents of the guide are: (1) instructions to teachers; (2) evaluation questionnaire; (3) general student information and attendance record; (4) skill tasks "Functional Context Learning"; (5) skills and concepts check list--communication skills, mathematics, citizenship and social concepts, science and health, and occupational and educational opportunities. (DB)

ED 054 443 AC 010 762
Blakely, Robert J.
"I'm Beginning to Think Like the Bird!" or, Social and Philosophical Issues in the Use of Mass Media in Adult Education-- A Review of the Literature.
Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Behavioral Science Research, *Literature Reviews, *Mass Media, *Social Psychology, Technological Advancement

The author's purpose is to point to some issues, indicate some differing positions and call attention to some sources of ideas and information. After indicating broad notions of adult education and mass media, he defines the issues broadly, with the key issue being the chasm between man's power and his ability to use it for his own good, individually and collectively. He then focuses on technology, of which the media of mass communications are both causes and effects. To balance the allure of human-behavior technolatry, he notes the complexity of our human condition and the limits of human knowledge. (Author)

ED 054 444 AC 010 790
Davis, David C.
Model for a Humanistic Education: The Danish Folk Highschool.
Pub Date 71
Note—132p.
Available from—Charles E. Merrill Publishing Company, Columbus, Ohio (no price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Students, Educational Philosophy, *Folk Schools, General Education, Historical Reviews, *Humanism, Interpersonal Relationship, Productive Living, *Residential Centers, Self Actualization, *Student Teacher Relationship, Values
Identifiers—*Denmark, Grundtvig (Nicolai)

This book is divided into seven parts. Part 1 defines and gives the purpose of Danish folk high schools. These schools are boarding schools outside the regular school system, where anyone over the age of 18 may come, irrespective of economic condition or educational background, where there is a close relationship between students and staff, and where the concern is with cultural and social problems of universal interest. Part 2 gives a brief biography of Nicolai Frederik Severin Grundtvig, the philosopher who originated the idea of this sort of school. Part 3 describes the beginnings and development of the schools to their present stage. Part 4 gives a picture of the quality of the experience enjoyed by the students at the folk high schools. Part 5 talks of the new humanism, which serves as a philosophical basis for these schools. Within this school of thought, man's nature is not to be found in isolated individuals, but in his relationships. Part 6 discusses the conflict within the folk high schools today about their goals and their contributions to society. Part 7 writes of the implications of these schools in that an experience in one is similar to the experience of life itself, in which the individual arrives with only himself and leaves with only himself, after having examined many paths. (CK)

ED 054 445 AC 010 791
Sticht, Thomas C. Kern, Richard P.
Project REALISTIC: Determining Literacy Demands of Jobs.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—Prof-Pap-3-71
Pub Date Apr 71
Note—26p.
Journal Cit—Journal of Reading Behavior; v2 n3 Sum 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude, *Employment Qualifications, Instructional Materials, Listening, Literacy, *Military Personnel, *Military Service, *Reading Ability
Identifiers—Project REALISTIC

REALISTIC is an acronym based upon the three literacy skills areas studied--REAding, LIStening, and ArithmeTIC. The general objectives of the project are: (1) to provide information concerning the demands for reading, listening, and arithmetic skills in several major military occupational specialties (MOSS), and (2) to provide information and suggestions for reducing discrepancies between personnel literacy skill levels and the literacy skill levels required by the job. Two different approaches are taken. In one, the performance of job incumbents on reading, listening, and arithmetic tests is compared with their job performance as rated by supervisors and as indexed by job knowledge tests and job sample tests. In the second, identification is made of job-

related reading tasks in a set of MOSS representative of mechanical, clerical, and service occupations. Findings include: (1) For low aptitude men, a higher level of reading ability is associated with a greater tendency to use reading materials; (2) The greater the gap between reading ability and the difficulty level of printed materials in an occupational speciality, the less tendency there is for readers of any level to use the materials. (CK)

ED 054 446 AC 010 792

Hearings before the Subcommittee on Readjustment, Education, and Employment of the Committee on Veterans' Affairs: United States Senate, 92nd Congress, First Session (April 28, May 10, 1971).

Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

Pub Date 71

Note—277p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Credit (Finance), *Educational Opportunities, *Employment Opportunities, *Federal Legislation, *Medical Services, Military Service, Organizations (Groups), *Veterans, Vocational Rehabilitation

Identifiers—American Legion, Veterans Administration, *Vietnam War

Hearings held before a Congressional Committee on the problems of Readjustment and Job Assistance for Vietnam Veterans include the statements of H. R. Rainwater, Commander in Chief, Veterans of Foreign Wars and Alfred P. Chamie, National Commander, the American Legion. The need for vocational training for veterans is emphasized, this to include on-the-job training and work-study educational programs. Printed materials included are "Reach Out," a 1971 Planning Guide for Service and Membership published by the American Legion; "Our Kind of Guy," a program of Legion Service to recently discharged veterans; the "Post Service Officers Manual" with a special section outlining benefits available to Vietnam veterans; "Mandates to the National Economic Commission" from the 52nd National Convention of the American Legion and meeting of the National Executive Committee; excerpts from issues of the American Legion magazine concerning Legion activities related to jobs for veterans program; and "Mandates to the National Veterans Affairs and Rehabilitation Commission" from the 52nd National Convention of the American Legion requesting that the Commission sponsor and support legislative measures to improve the veterans educational assistance program, among other requests. Records and results of the Legion's "-Jobs for Veterans" job fairs, marts, or clinics are given. (CK)

ED 054 447 AC 010 793

Nattress, LeRoy William, Jr., Ed.

Continuing Education for the Professions.

Pub Date 70

Note—151p.; From the Proceedings of the Sections on Continuing Education for the Professions at the Galaxy Conference on Adult Education, Washington, D.C. (December 8-10, 1969)

Available from—Natresources, Inc., 520 North Michigan Avenue, Chicago, Illinois 60611 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conferences, Evaluation Criteria, *Models, *Professional Continuing Education, Social Change

The qualifications for continuing professional education to be eligible to be a profession are spelled out. Then the efforts of the conference speakers and discussants are divided into seven major categories of testing the criteria of a model for the viability of a profession. The categories included: continuing professional education as a profession, models to define and explore problems, established facts and basic science, new ideas, continuing education and development of new occupations, economic and financial considerations, and the role of the consumer. (Author)

ED 054 448 AC 010 794

Parker, Elaine M.

The Adult Basic Education Training Institute for Teachers of Blind and Visually Limited Adults.

Senior Citizens, Inc., Nashville, Tenn.; Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 70

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, Blind, Employment Opportunities, Illiterate Adults, Information Sources, *Institutes (Training Programs), Instructional Aids, *Regional Programs, *Teacher Education, *Visually Handicapped

Identifiers—Staff Development Project

The prime objective of the Southeastern Project Staff Development is to provide trained leadership in Adult Basic Education (ABE). This institute specifically contributed toward this objective by preparing leadership and teaching personnel for programs which provided basic education to those who are visually impaired and undereducated and/or otherwise handicapped. The applicants were selected by each state director of adult education. Of the 13 participants, there were eight men and five women. The staff included a teacher trainer, a teacher aide, a braillist, and a secretary. The academic content of the course work included (1) psychology and philosophy of learning for the adult and adult blind, (2) methods and procedures of teaching braille reading and writing in adult classes, (3) methods of teaching communication skills in computation, handwriting and typewriting, (4) instructional aids, devices, machines, and materials for adult classes for the blind, and (5) field work experience and "student teaching" sample lesson plans. Recommendations include: (1) A brochure describing ABE classes for the blind and visually limited be made and distributed as soon as possible to public and private agencies for the blind; (2) Training institutes should be held at different times each year for participating groups; (3) An orientation meeting should be held for ABE administrators. (CK)

ED 054 449 AC 010 795

Leagans, J. Paul And Others

Selected Concepts from Educational Psychology and Adult Education for Extension and Continuing Educators.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Report No—ISBN-0-87060-046-X

Pub Date Nov 71

Note—112p.; Notes and Essays on Education for Adults 71

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, *Concept Formation, Educational Objectives, *Educational Psychology, Human Development, Program Administration, Program Planning

This document is divided into three parts. Part I, "Concepts and the Teaching-learning Process," explores ways that would be effective in developing professional competence of extension agents and other adult educators working in the field and those preparing for it. Part II, "Concepts in Educational Psychology," synthesizes the results of an analysis of the body of current psychological literature. Part III, "Concepts in Adult Education," attempts to: (1) identify concepts in adult education that are considered relevant to the role of extension educators, and (2) provide a framework for either selecting concepts to use in teaching or developing an understanding of concepts. Three major sources were used in the identification of concepts: literature of the field, specialists in adult education, and experiences of the authors. The identified concepts were then subjected to a screening process designed to limit their number. For example, the general concept "adult learner" was considered to include the more specific concept of "developmental tasks." The relevance of general concepts to the role of extension personnel was determined by screening them through a role model. (CK)

ED 054 450 AC 010 796

Kirkpatrick, Donald L.

Supervisory Training and Development.

Spons Agency—American Society for Training and Development, Madison, Wis.

Pub Date 71

Note—182p.

Available from—Addison-Wesley Publishing Company, Reading, Mass. (no price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Case Studies, Classroom Techniques, Industry, Inplant Programs, On the Job Training, *Personnel Selection, *Program Evaluation, Program Planning, *Supervisory Training, *Training Techniques

This book is divided into four sections. Part I, "Preparing To Train," presents three reasons why supervisory training and development are worth the time and money they cost. These are: (1) Training can improve a supervisor's attitudes, knowledge, and skills, and increase his effectiveness and that of his department; (2) New knowledge--both technical and managerial--must be acquired in order to effectively perform first-level management jobs; (3) Training and development can prepare for effective performance of higher level positions. Part II, "Training Methods and Evaluation," describes some of the common techniques for training supervisors. The most important method is on-the-job development in which the boss is heavily involved. Part III, "Case Examples of Effective Programs," gives details of training programs in operation in certain large companies in the United States. Part IV, "Selecting and Training Potential Supervisors," discusses two ways in which a company can select a supervisor: (1) last minute selection and placement and (2) pre-job training. Ideally, candidates for supervisory jobs should be systematically selected in advance of the job openings. They should have the qualifications necessary to be effective supervisors, including the desire to be a part of management. (CK)

ED 054 451 AC 010 799

Black, Doris Bottenberg, Robert A.

Comparison of Technical School and On-the-Job Training as Methods of Skill Upgrading.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—TR-70-48

Pub Date Dec 70

Note—21p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 530, MF $0.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Military Training, *On the Job Training, Research, *Skill Development, Specialists, *Technical Education, Time Factors (Learning)

Identifiers—United States Air Force

This report provides information on rates of progression to the five-skill level in Category B skills by comparing samples of technical school and on-the-job training personnel. Development of the methodology used to measure the rates of progression to the five-skill level was described, along with an explanation of the achievement ratio defined in this study. Achievement rates from basic military training (BMT) to graduation to award of the five-skill level were investigated. In the majority of the Category B specialities, there was inconclusive evidence of any advantage for technical training over OJT. In the specialities in which there were substantial differences between the two groups, the differences in most cases favored technical training. There were two specialities in which neither training group was superior to the other. The achievement rates after award of the three-skill level (i.e., apprentice level) to award of the five-skill level were not entirely consistent with achievement rates from BMT graduation to the five-skill level. In many cases, it was found that OJT personnel progressed more rapidly than technical school personnel from the three-skill to the five-skill level. (Author)

ED 054 452 AC 010 800

Lau, Alan W. Abrahams, Norman M.

A Comparison of Two Interest Inventories for Use with Enlisted Personnel.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No—SRM-71-12

Pub Date May 71

Note—17p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-725 142, MF 0.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude Tests, *Armed Forces, *Classification, *Enlisted Men, Job Analysis, Manpower Utilization, Occupational Clusters, Research, *Vocational Interests
Identifiers—United States Navy

Improved classification and assignment of enlisted personnel is intended to bring about improved retention and job performance. The present study focused on two instruments of potential usefulness in enlisted classification, the Navy Vocational Interest Inventory (NVII) and the Strong Vocational Interest Blank (SVIB). Previous findings have shown that the empirically derived Navy occupational keys and the more general NVII area scales effectively measured the vocational interest of Navy enlisted men. The primary consideration of this report is to compare the NVII and the SVIB in terms of which inventory does the better job of measuring the interest patterns of enlisted men. As part of an earlier study, the NVII was administered to recruits at seven different Class 'A' schools. These schools were Hospital Corpsman, Electronics Technician, Yeoman, Storekeeper, Engineman, Machinist's Mate, and Submarine. Recently the SVIB was administered to another sample of recruits, some of whom subsequently attended one of the above schools. The homogeneous scales of the NVII and SVIB were compared to determine which inventory was most effective in differentiating the interests of enlisted men. The degree of discrimination between groups on each set of homogeneous scales was measured by the 'percentage of overlap' statistic. (Author)

ED 054 453 AC 010 801
Wood, Milton E.
Continuously Adaptive vs. Discrete Changes of Task Difficulty in the Training of a Complex Perceptual-Motor Task.
Air Force Human Resources Lab., Williams AFB, Ariz.
Report No—AFHRL-TR-70-30
Pub Date Aug 70
Note—25p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 311, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Complexity Level, *Computer Assisted Instruction, Conditioning, Interval Pacing, *Pacing, *Perceptual Motor Learning, Research, *Skill Development, Tracking

The purpose of the effort was to determine the benefits to be derived from the adaptive training technique of automatically adjusting task difficulty as a function of a student skill during early learning of a complex perceptual motor task. A digital computer provided the task dynamics, scoring, and adaptive control of a second-order, two-axis, compensatory tracking task. Two adaptive training methods were compared: Continuous automatic adjustment of task difficulty during acquisition; and a schedule of increasing levels of fixed difficulty during acquisition training. Comparisons were made between groups on the basis of criterion task and performance during and after acquisition training. Results indicate that acquisition practice under increasing levels of fixed difficulty is significantly superior to practice under conditions of continuous adjustmant of task difficulty. (Author)

ED 054 454 AC 010 802
Wood, Milton E.
Improved Crew Member Training Through a New Philosophy Toward Training.
Air Force Human Resources Lab., Williams AFB, Ariz.
Report No—AFHRL-TR-70-31
Pub Date Aug 70
Note—12p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 313, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Educational Innovation, Flight Training, *Individualized Instruction, Material Development, Military Training, *Multimedia Instruction, *Systems Approach, *Teacher Role
Identifiers—United States Air Force

New emphasis on the total learning process is bringing about significant changes in both educational and training communities. The process-oriented, systems approach to training integrates behavioral objectives, media, and instructors in such a way that increased training effectiveness is realized through a greater ability to deal with the learning requirements of the individual student. Based on current United States Air Force efforts to employ and evaluate this general approach to training, new efficiencies in instruction are indicated. This system will provide a basis for defining the characteristics of future UPT multimedia systems. The basic principles inherent in the new-look in training appear to be generally applicable to all phases of crew-member training. (Author)

ED 054 455 AC 010 803
Vitola, Bert M. Wilbourn, James M.
Comparative Performance of Male and Female Enlistees on Air Force Selection Measures.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-71-9
Pub Date Feb 71
Note—22p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 531, MF $0.65, HC $3.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Aptitude Tests, Comparative Analysis, *Enlisted Men, *Females, Geographic Regions, Intelligence, *Males, Military Personnel, Research, *Test Results
Identifiers—United States Air Force

Male and female enlistee samples were compared for total groups and by enlistment region in terms of their performance on the Airman Qualifying Examination and the Armed Services Vocational Aptitude Battery. Women in the Air Force test-retest performance were evaluated on the Armed Forces Women's Selection Test. WAF performance on the AFWST was compared with their performance on the Armed Forces Qualification Test (AFQT), the instrument currently used to establish the mental ability level of males entering the military services. (Author)

ED 054 456 AC 010 804
Van Matre, N. H.
An Instrument Reading Training Course for Group IV Personnel.
Naval Personnel and Training Research Lab., San Diego, Calif.
Report No—SRR-71-26
Pub Date May 71
Note—30p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 408, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Classroom Techniques, *Enlisted Men, Independent Study, *Instrumentation, Lecture, *Low Ability Students, Research, Simulation, Student Participation, *Teaching Techniques, *Technical Education
Identifiers—United States Navy

The investigation concerns the development and evaluation of an Instrument Reading Training Course intended to provide Group IV personnel with a practical job skill which could enhance their utility in the fleet. Thirteen classes of trainees (total N=188) completed the short Instrument Reading Course under several different instructional formats. The relative effectiveness of the various training methods was determined by comparing achievement data obtained from pre- and post-training written instrument reading tests. The course was successful in training Group IV personnel to read Navy measurement devices at a skill level approximating that of experienced non-group IV men. In this study the most effective method for training Group IV personnel in instrument reading utilized self-study workbooks which contained both instructional material and proactice worksheets. (Author)

ED 054 457 AC 010 805
McCutcheon, Richard E., Jr. Brock, John F.
Effects of Establishing a Conceptualization Context for Learning Monitoring and Evaluating Tasks. Final Report.
Naval Personnel and Training Research Lab., San Diego, Calif.
Report No—SRR-72-4
Pub Date Jul 71
Note—21p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 690, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Classroom Techniques, Complexity Level, *Concept Formation, *Decision Making, *Evaluation, *Military Training, *Officer Personnel, Research, Task Performance
Identifiers—United States Navy

The research evaluates the effectiveness of a 'Concepts of CIC' program in improving performance on classroom monitoring exercises. The function of the combat information center watch officer (CICWO) course is primarily to train CICWOs in monitoring and evaluating. Two versions of 'Concepts of CIC' were administered to two groups of students in the course. As compared to a control group which did not receive the program, it was found that administration of the conceptualization program at the beginning of the course significantly improved performance on classroom monitoring exercises in terms of both decision and error detection scores. (Author)

CG

ED 054 458 CG 006 541
Tiedeman, David V.
Can a Machine Develop a Career? A Statement about the Processes of Exploration and Commitment in Career Development. Information System for Vocational Decisions. Project Report 16a.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 68
Grant—OEG-1-6-061819-2240
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, *Career Planning, Computers, *Decision Making, Information Networks, *Information Systems, *Man Machine Systems, Occupational Choice, Occupations, Vocational Counseling, *Vocational Development
Identifiers—Information System for Vocational Decisions

Through a description of an imitation career, the author introduces the complexities involved in programming a man-machine system which facilitates individualized career development. The interaction of man and machine is programmed, in the imitation career, because the individual descriptions of events in career chronologies, vitae and organizations are programmed for comparison with the computer's public descriptions of them. The imitation career is specified as an instrumentality in career development into which the author has integrated most of the important work on vocational development. The author indicates that more research will provide machines which: (1) can develop careers for individuals in the simulation sense of "imitation;" (2) will develop careers with individuals in the instrumentality sense of "imitation;" and (3) develop careers for themselves in the artificial intelligence sense of "imitation." He concludes, however, that in actuality machines don't develop an individual's career, but only help individuals understand their career development. (TL)

ED 054 459 CG 006 542
Field, Frank L.
On the Concept of Purpose. Information System for Vocational Decisions. Project Report 20.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 69
Grant—OEG-1-6-061819-2240
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Oriented Programs, Computers, *Decision Making, *Guidance, Guidance Objectives, Guidance Programs, Information Needs, Information Networks, Information Processing, Information Systems, Information Theory, *Man Machine Systems, *Motivation, *Psychological Characteristics
Identifiers—Information System for Vocational Decisions

This is a further clarification of the psychological theory underlying the Information System for Vocational Decisions (ISVD), a prototypic, computer-based, interactive, information quidance

system, which is intended to facilitate the realization of purpose. The basic purpose paradigm herein comceptualized consists of a description, largely in terms of information theory, of a phenomenon labeled "ideal behavior." Such behavior maximizes the probability of future outcomes which would be both adaptive and satisfying. Two further requirements are delineated: (1) the more information involved in a decision to act, the more predictable the result of the action; and (2) such information as guides an individual's behavior must have been evolved and integrated into a system of goal and feedback by that individual. The bulk of the report then discusses some ways in which such evolution and integration might be developed, and how a purpose mechanism might operate, given that necessary information had been learned. (TL)

ED 054 460 CG 006 543

[White House Press Releases on Drug Abuse.]

Executive Office of the President, Washington, D.C.

Pub Date 71

Note—126p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Drug Abuse, *Drug Addiction, *Federal Programs, *Narcotics, Socially Deviant Behavior, *Social Problems

This collection of documents is concerned, specifically, with the problem of drug abuse in the U. S. and the coordinated attack planned by the President's proposed Special Action Office for Drug Abuse Prevention. The office would not be concerned, directly, with problems of reducing drug supply or with the law enforcement aspects of abuse control, but rather with the development of a reliable set of social indicators which clearly show the nature, extent, and trends in the drug abuse problem and the kinds of workload measures which will tell us what kinds of progress we are making. Two initial priorities must be the prevention of additional drug abusers and treatment for those who are already addicted. Essentially, the Special Action Office is designed to coordinate and direct a coherent national strategy and to convert this strategy into an integrated set of drug abuse programs which utilize fully available resources. It is conceived as the "missing link" to round out and make effective a total domestic drug abuse effort. (TA)

ED 054 461 CG 006 554

McLaughlin, John A. And Others

Long Term Memory in Normals and Retardates. Memory and Mental Imagery in Retardates: A Pilot Study.

Pennsylvania State Dept. of Education, Harrisburg.; Temple Univ., Philadelphia, Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Apr 71

Grant—OEG-15-P-55121-3-02

Note—25p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N. Y., April 15-17, 1971)

EDRS Price MF-$1.30 HC-$3.29

Descriptors—*Intellectual Development, Intelligence, Intelligence Differences, Intelligence Factors, Learning Processes, *Memory, Mentally Handicapped, *Perception, Performance, Recognition, Retardation, *Retarded Children, Retention, *Serial Learning, Serial Ordering, Visual Learning, Visual Perception

Two studies are reported. The first is based on Piaget's assertion that the child's representation of his world is dependent on the level of cognitive development at which he is currently functioning. Forty-eight normals and 48 retardates were given a visual memory task. They were asked to recall a configural presentation in a number of ways, immediately, one week after, and 6 months after the initial presentation. Piaget's proposition that memory is an integral part of intelligence is given support. Normals were found to be superior to retardates on the task. Similar findings are reported in a 2nd study which focused on a seriation task: (1) significant improvement did not occur in the performances of the youngest group, suggesting that the schema of seriation was incompletely developed; and (2) overall, the performance of normals exceeded that of retardates over time, even though the groups had been matched for MA and CA. It is suggested that conditions present in the mentally retarded preclude the improvement noted in normals of equivalent mental ages. (TL)

ED 054 462 CG 006 558

Greer, Richard M.

The College Drug User: MMPI Profile Analysis.

Missouri Univ., Columbia.

Pub Date 17 May 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Drug Abuse, *Individual Characteristics, Individual Differences, *Personality, *Personality Assessment, Personality Tests, Psychological Evaluation

Identifiers—Minnesota Multiphasic Personality Inventory

The differing conclusions of researchers investigating personality factors in drug users are briefly reviewed. This study, particularly, examines the Minnesota Multiphasic Personality Inventory (MMPI) profiles of self-reported college drug users with the intent of understanding their personalities. The specific research question was: what are the personality patterns, as measured by the MMPI, of college students who seek professional psychological help with their drug usage problems. Five male college students, who had sought help at the Mental Hygiene Clinic of a Student Health Service, comprised the sample. Ranges on the various MMPI scales are included. Each "case" is discussed individually and appropriate data graphs presented. While there are acknowledge limitations in the data, the overall elevation of the profiles is high. The author emphasizes that the MMPI is primarily a diagnostic aid which shows symptomatology and not causality, and cautions that any interpretations must be made in conjunction with other data about the client. (TL)

ED 054 463 CG 006 559

Directory of Drug Information Groups.

Student Association for the Study of Hallucinogens.

Pub Date 70

Note—183p.

Available from—Stash Press, 638 Pleasant St., Beloit, Wisconsin 53511 ($3.95)

Document Not Available from EDRS.

Descriptors—Clinics, *Counseling Programs, Counseling Services, *Directories, *Drug Abuse, *Educational Programs, Guides, *Health Education, Program Guides

This guide was compiled to provide a central source of pertinent data on drug education, counseling and treatment programs. Information was gathered via questionnaires filled out by each group. The information is listed according to states, and varies from agency to agency. For some, the agency name and a pertinent contact person are recorded. For others, more extensive data is provided, such as agency purpose, programs, services, research, finances, etc. The authors acknowledge the incompleteness of the guide and anticipate its revision. (TL)

ED 054 464 CG 006 564

Baker, Roger G. Pappas, James P.

Improving the Study Skills of Discrepant Achieving Seventh Grade Students. Research and Development Report 30.

Utah Univ., Salt Lake City.

Pub Date Apr 71

Note—16p.; Paper presented at American Personnel and Guidance Association meeting, Atlantic City, N.J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Behavioral Objectives, Behavior Change, Counseling Effectiveness, Educational Objectives, Educational Problems, Grade 7, *Group Counseling, Group Experience, *Junior High School Students, *Operant Conditioning, *Study Habits, *Underachievers

Identifiers—California Study Methods Survey

Three approaches to the problem of helping underachieving seventh grade boys improve their study habits are compared: (1) behavior modification; (2) group counseling; and (3) didactic instruction. A pre-post criteria format sought to measure change in terms of: (1) academic achievement as measured by grade point average; and (2) study habits and attitudes as measured by The California Study Methods Survey. In addition, students were asked about their attitudes toward whichever treatment condition they were involved in. No statistically significant differences between groups or in comparison with a nontreatment control group were found either post-treatment or in a 6 month follow-up. Inspection of the data does, however, suggest a trend in favor of treatment over no treatment, with behavior modification being seen as most effective. (Author/TL)

ED 054 465 CG 006 568

Leventhal, Allan M.

The Use of Models in a Desensitization Procedure.

American Univ., Washington, D.C.

Pub Date Apr 71

Note—4p.; Speech given before American Personnel and Guidance Association Meetings, Atlantic City, N.J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Behavioral Counseling, Behavioral Objectives, Behavior Change, Behavior Problems, Counseling Effectiveness, Counseling Goals, *Desensitization, Operant Conditioning, *Peer Groups, *Socialization

The author describes a counseling technique which: (1) is based upon behavior theory and treats acts and thoughts as operants, and anxiety as a respondent controlled by classical conditioning; (2) entails in vivo desensitization, requiring the construction of a hierarchy of anxiety-producing situations which can be enacted; (3) uses peer- or social-models to both elicit and extinguish anxiety and aid in the development of alternative behaviors; and (4) involves a fine grain analysis of the client's thoughts and behaviors, as soon as possible after their occurrence in the treatment situation, to aid in the development of alternative thoughts and behaviors which interfere with anxiety. Two cases, with whom these procedures were successful, are discussed. (TL)

ED 054 466 CG 006 570

Day, H. I.

A New Look at Work, Play and Job Satisfaction.

Pub Date 31 May 71

Note—18p.; Speech given before Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Planning, *Employment, Individual Characteristics, Job Analysis, *Job Placement, *Job Satisfaction, Leisure Time, *Motivation, Need Gratification, Occupational Guidance, Occupational Information, *Vocational Counseling

A great deal of literature concerning work, play and job satisfaction is summarized and integrated. The author discusses a number of different conceptions of what work actually is and concludes that, according to all definitions, work is an instrumental activity with only extrinsic satisfactions. It is his contention, however, that work may have intrinsically rewarding aspects. Play is viewed very broadly as: (1) intrinsically rewarding; (2) an activity which includes information search, skill training, and repetitious practice; and (3) a form of learning and rehearsal. The author prefers not to see work and play as mutually exclusive activities, but to view them as complementary components of all activities. On this basis, a model for vocational counseling is proposed, which seeks to evaluate jobs on the relative degrees of extrinsic and intrinsic satisfaction which they can provide, and to determine which individuals would "fit" with what kinds of jobs, utilizing the extrinsic/intrinsic satisfaction dimensions. (TL)

ED 054 467 CG 006 572

Hoxter, Lee

The Inner City Classroom: Affective Domain Constraints.

Queen's Univ., Kingston (Ontario).

Pub Date 31 May 71

Note—14p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, Counselor Functions, *Counselor Role, Counselors, *Disadvantaged Schools, Disadvantaged Youth, Educational Attitudes, Educational Disadvantagement, Educational Environment, Educationally Disadvantaged, Educational Methods, Guidance Counseling, Individual Counseling, *Pupil Personnel Services

The inner city child is described, and the differences between his school and that of his middle-class counterpart are contrasted. The author lists what he has frequently found to be affective constraints of recalcitrant inner city students: (1)

poor school attitudes; (2) anti-societal (middle class) values; and (3) negative school perceptions. The difficulties encountered by teachers in inner city classrooms, as well as the obvious inefficacy of usual counselor and psychologist strategies, are emphasized. It is suggested that the counselor needs to take his skills out of his office into the classroom arena. The author describes an exchange, based on some of Neil Postman's ideas, in which he, a college professor and consultant, and a female 4th grade teacher switched roles. The gains which each realized are summarized. (TL)

ED 054 468 CG 006 573

Horan, John J.

Systematic Behavioral Goals for Counselor Education.

Michigan State Univ., East Lansing.

Pub Date 7 Apr 71

Note—15p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, Behavior Change, Counseling Effectiveness, Counselor Educators, *Counselor Performance, *Counselor Training, Educational Innovation, *Educational Objectives, Graduate Students, Microcounseling, Models, Practicums, Systems Analysis, *Systems Approach

Counselor education programs, asserts the author, typically have not lent themselves to accurate assessment. He maintains that true evaluation can be realized only when all therapeutic and instructional goals are stated in terms of performance or observable behavior. Systems analysis is viewed as offering a useful approach for redirecting and reorganizing counselor preparation programs so as to facilitate and insure that they prepare counselors who are able to effect changes in client behavior. Several working models of counselor education systems are exemplified: (1) the Stanford model; (2) the Michigan State model; and (3) the Microcounseling approach developed at the University of Massachusetts and Colorado State University. How to construct a behaviorally specific instructional objective is the subject of a brief digression. (TL)

ED 054 469 CG 006 576

Feltham, D. W.

The Use of SSII in Counselling.

Calgary Separate School Board (Alberta).

Pub Date May 71

Note—12p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling Goals, *Counseling Services, *Decision Making Skills, *Interest Tests, Interpersonal Relationship, Occupational Clusters, Problem Solving, Student Ability, *Vocational Counseling, *Vocational Interests

Identifiers—Safran Student Interest Inventory

This paper attempts to relate the Safran Student Interest Inventroy (SSII) to a decision-making model and show how it can be used as an important informational device in enabling students to become goal directed, assume more responsibility for being, and develop their confidence in becoming. The decision-making process involves working through the following steps: (1) selecting a goal; (2) collecting all pertinent information; (3) establishing and examining alternatives and possible consequences; (4) selecting an alternative after weighing the risks against the values involved; and (5) periodic evaluation and modification as required, to approach the desired goal. Input for the process of decision-making about one's future educational career plans will require a knowledge of (1) your own interests and aptitudes; (2) the world of work; and (3) the relationships between your interests, aptitudes and requirements of the chosen careers. Tying together the decision-making process and input for the process is a strategy which attempts to minimize the risk of error. (Author/TA)

ED 054 470 CG 006 577

Diamond, Michael Jay And Others

When Familiarity Breeds Respect: Toward the Depolarization of Police and Student Attitudes toward Each Other.

California Univ., Berkeley.; Hawaii Univ., Honolulu.; Oregon Univ., Eugene.

Pub Date 21 Apr 71

Note—11p.; Paper presented at Annual Meeting of the Western Psychological Association (51st, San Francisco, Calif., April 21-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, Attitudes, Behavior Change, *Changing Attitudes, College Students, *Interaction, *Police, Police School Relationship, *Student Attitudes, *Student Behavior

An exploratory project, designed to facilitate non-violent interactions between activist students and police, is described. A total of 30 policemen and 161 volunteer college students, of whom 92 served as a no-treatment control group, were involved. The effects of 3 possible types of contact were studied: (1) squad-car riding; (2) informal dinners and "rap" sessions; and (3) encounter groups. Questionnaires which assessed attitudes and self-reported behavior toward police, as well as knowledge of the policeman's role, were administered to student subjects prior to and following the experimental conditions. Significant changes in both student and police attitudes and behaviors are reported to have resulted from their interactions under all 3 conditions. It is concluded that seemingly polarized groups, such as police and students, can increase respect and understanding for one another when provided with a proper sort of interactional environment. (Author/TL)

ED 054 471 CG 006 578

Breed, George Jourard, Sidney M.

Research in Self-Disclosure: An Annotated Bibliography.

Florida Univ., Gainesville.; South Dakota Univ., Vermillion.

Pub Date 70

Note—57p.

Available from—George Breed, Dept. of Psychology, Univ. of South Dakota, Vermillion, South Dakota ($1.50)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Behavioral Science Research, *Research, Self Actualization, Self Concept, Self Esteem, *Self Expression

This is an extensive compilation of abstracts of research in numerous areas as they relate to self-disclosure. No theoretical overview or introductory comments are included. Specific content areas, as listed in the index, include: (1) cross-cultural studies; (2) dyadic effect; (3) selective disclosure; (4) achievement; (5) adolescence; (6) age; (7) anxiety; (8) attitude; (9)attraction; (10) authoritarianism; (11) epilepsy; (12) eye contact; (13) group cohesiveness; (14) learning; (15) locus of control; (16) marriage; (17) the Minnesota Multiphasic Personality Inventory (MMPI); (18) neurosis; (19) person perception; (20) personal values; (21) religion; (22) school grades; (23) self-actualizers; (24) self-concept; (25)self-esteem; (26) social class; (27) therapy; (28) time; (29) touching; (30) yielding; and (31) self-disclosure questionnaires. (TL)

ED 054 472 CG 006 580

Price, Gary E.

Computerized Course Exploration and Selection--A Comparison of the Effectiveness of a Computer-based System with a Counselor-based System.

Michigan State Univ., East Lansing.

Pub Date 6 Apr 71

Note—17p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, Computer Assisted Instruction, *Computer Oriented Programs, Counseling, *Counseling Effectiveness, *Guidance, Guidance Functions, *High School Students, Information Systems, Man Machine Systems, Student Personnel Services

Ninety-six 9th, 10th, and 11th grade students, randomly selected to include equal numbers from each grade level, from both sexes, and from each ability quartile were randomly assigned to either experimental or control procedures. The experimental group used the computer to select courses, while the control group was assisted by the counselor. Three criterion measures, used to assess the relative effectiveness of the computer-based system, are described: (1) a test of student's understanding of information relevant to course selection; (2) students' self-reported reaction to either the computer or the counselor; and (3) a rating of the completed student programs by 5 counselors. No significant differences are reported. The author acknowledges the impossibility of concluding, from this study, that counselors are more effective than computers in assisting students in the exploration and selection of courses. (Author/TL)

ED 054 473 CG 006 581

Dole, Arthur A. And Others

Race as a Component of Social Distance among Black and White Secondary School Students and Their Teachers. Barriers and Aspirations--Generalizations from Research. Black and White Attitudes about Guidance: Observations from the Field.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—32p.; Papers presented at American Educational Research Association convention, New York, N. Y., February 4-7, 1971, and American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counselor Acceptance, Counselor Attitudes, Counselors, Guidance Personnel, *Guidance Services, *High Schools, High School Students, Interpersonal Relationship, *Negro Attitudes, Occupational Guidance, Race Relations, Racial Discrimination, *Racism, School Environment, Seniors, Social Differences, Social Discrimination, *Student Attitudes, Teachers

All 3 studies are segments of a larger study carried out in a small Northeastern industrial city of 12,000 population, of which 25% is black. In the first study, which explored the interpersonal and interracial attitudes of black and white youth and teachers, the concept of social distance was employed. Four components were selected for their relevance as important personal characteristics of influence sources: race, ability to understand others, competency, and trustworthiness. Each component was found to contribute significantly to social distance. The other 2 studies focus specifically on high school guidance services. Black and white students' and parents' attitudes and perceptions of these services are presented. In general, while vocational guidance was not found to be blatantly racist in this small city, to many blacks, and some whites, it was not viewed as meeting their needs. For the blacks, it was perceived as racist. The authors feel that the concept "guidance as a service to all" was not operational in this community. (TL)

ED 054 474 CG 006 603

Guinan, James F. And Others

Playing Games with Games People Play. Contributions of Gestalt Theory to Individual Counseling. Self-Discovery through Art: A Group Experience. A Review of Personal Research on Experimental-Gestalt Growth Groups. Gestalt Dreamwork as a Method for Self Discovery.

Bowling Green State Univ., Ohio.

Pub Date 71

Note—35p.; Papers presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971, and American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Counseling Effectiveness, Counseling Services, Creativity, *Emotional Experience, Evaluation, Existentialism, Group Experience, Groups, Human Development, Individual Counseling, Individual Development, Interaction, Maturation, *Personal Growth, Role Playing, *Self Actualization, Self Concept, Self Expression, Student Personnel Services, *Therapy

The existential Gestalt approach to facilitating the human growth process is discussed, from somewhat different vantage points, in these papers. Two seek to elaborate the basic principles and facilitating "techniques" of Gestalt therapy, while maintaining that one can truly understand only by experiencing. The use of Focus Groups, in which a focal topic is selected because of the group conductor's interest and belief in the growth-facilitating potential of the topic, in this instance, art is discussed. Results suggest that, with some qualifications, this was a worthwile

Focus Group. The review of personal research on growth groups shows this approach to effectively facilitate the self-actualization of "normal," growth-seeking persons. In the final paper, the rationale underlying Fritz Perls' Gestalt dreamwork is explained, and its goal, common to Focus and growth groups as well as individual Gestalt counseling, is stated: more whole, fully integrated persons who stand on their own 2 feet and take full responsibility for themselves and their lives. (TL)

ED 054 475 CG 006 604

Long, Barbara H. Henderson, Edmund H.

Goucher Coll., Baltimore, Md.; Virginia Univ., Charlottesville.

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Childhood Attitudes, Children, Elementary School Students, Family Environment, Family Influence, Family Status, Intelligence Differences, *Intelligence Level, Reading, *Reading Habits, *Self Concept, Socioeconomic Status, Television, *Television Viewing, *Time

The major interest of this study is the amount of time children spend reading. Data was gathered unobtrusively by having the 150 5th grade subjects keep time records of all their activities for a 2 week period. These were coded into 7 categories and scores were related to those derived from tests of ability, achievement, self-concept and reading attitudes, as well as to the sex, family position, and socioeconomic background of each child. The 7 categories into which children's time usage was coded were: (1) sleep; (2) reading; (3) homework; (4) TV; (5) chores; (6) organized activity; and (7) free play. Two prominent findings are that children spend the largest amount of time watching television and relatively rarely do they read. In general, analyses show significant relations between time scores and sex, socioeconomic status, family size, self-concept, IQ, and reading attitude scores. The authors caution that all analyses are correlational, however, and preclude causal interpretations. (Author/TL)

ED 054 476 CG 006 605

Katz, Harvey A. And Others

Internal vs. External Control and Two Examples of Classroom Behavior.

Connecticut Univ., Storrs.

Pub Date [67]

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Academic Performance, Behavior, Behavior Patterns, *College Students, Individual Characteristics, Individual Differences, *Motivation, Personality, *Psychological Characteristics, *Reactive Behavior

The study makes use of Rotter's (1966) hypothesis that there are consistent individual differences between people who believe in the internal control of reinforcement and those who believe in the external control of reinforcement. Students who are "internals" will believe that their behavior controls academic successes and failures and may, resultantly, participate more actively in class or allow adequate time for study. Externals are less likely to engage in such behaviors since they are not inclined to see their actions as having such effects on success or failure. Two separate investigations are reported which tested the proposition that students who act to maximize their chances of classroom success are more likely to be internal rather than external. Results of the first test, in which 499 introductory psychology students participated, indicated that, at the end of the course, internals had earned significantly more credit than externals. In the second test, using 169 comparable students, more internals were selected as high class participators than were externals. The hypothesis, thus, receives strong support. (TL)

ED 054 477 CG 006 606

Keasey, Charles Blake Keasey, Carol T.

Social Influence In a High-Ego-Involvement Situation: A Field Study of Petition Signing.

Rutgers, The State Univ., New Brunswick, N.J.

Pub Date [70]

Note—19p.

Available from—Charles Blake Keasey, Dept. of Psychology, Douglass College, Rutgers Univ., New Brunswick, N. J. 08903

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Change Agents, *Changing Attitudes, Discriminatory Attitudes (Social), Individual Differences, *Sex Differences, Social Attitudes, *Social Change, *Social Differences, Social Factors, *Social Influences, Values

This study used the national crisis following President Nixon's decision to send troops into Cambodia as an opportunity to investigate the effectiveness of social influence variables (sex and clothing attire) under conditions of high ego-involvement. Four hundred and forty-six adult passersby were presented an antiwar petition by the authors (one male, one female) who wore either conventional or hippie attire. Results show that both sex and dress of the petitioner influenced the rate of signatures and the type of response given by those individuals not signing the petition. Specific results are discussed in terms of various social psychological theories. In general, it is suggested that the impact of social influence variables is inversely related to the strength of an individual's commitment to an attitude. (Author/TL)

ED 054 478 CG 006 607

Spreitzer, Elmer And Others

Participation in Anti-War Demonstrations: A Test of the Parental Continuity Hypothesis.

Bowling Green State Univ., Ohio.

Pub Date 71

Note—18p.; Paper presented at Annual Meetings of the American Sociological Association, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, College Students, Family Attitudes, *Family Influence, Family Relationship, Generation Gap, *Political Attitudes, *Socialization, *Student Attitudes, Student Behavior

This study replicates earlier research on student activism, but within the context of a nonelite and relatively apolitical university campus, namely, Bowling Green University. A basic finding of the earlier research is that student activists represent an extension of parental values rather than a generational rebellion. This paper tests the parental continuity hypothesis for the less radicalized student protestors at Bowling Green. Three indicators of student-parent continuity were used: (1) political party preferences; (2) political orientations; and (3) perceived generation gap with parents. The findings show that, on all 3 indicators, student protestors were more likely to be divergent from their parents. It is concluded that the generational continuity explanation is not applicable to rank and file protestors at an apolitical university. (Author/TL)

ED 054 479 CG 006 608

Haug, Marie R. Sussman, Marvin B.

Working Class Students and Images of Social Change.

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 71

Note—21p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, *Change Agents, *College Students, Lower Class, Middle Class, *Occupational Aspiration, Occupational Choice, *Race, Race Influences, Racial Differences, Sex Differences, Social Attitudes, Social Change, *Social Class, Social Differences, Student Attitudes, Student Experience, Student Opinion, Student Reaction, Upper Class

Current sociological theory, in which students are viewed as comprising a "new class," is discussed. "Student consciousness," an analogue to "class consciousness" in the Marxist social change model, is viewed from the aspects of dress, life style, taste, its common fate of dependence on academia and the aggregation of members in and around the academic milieu. These are viewed as forming and validating a consciousness, on the part of students, of themselves as a class whose "mission" it is to reshape society. The specific question to which this study addresses itself is: do students see themselves as change agents and what effect do father's occupational level, student's occupational expectations and mobility expectations, as well as age, race and sex have on students having "class consciousness." Findings indicate that 1/3 of the respondents support the idea that students comprise a meaningful change agent. Social class background does not appear to be a significant factor, though age, race, and future occupational and mobility plans definitely discriminate supporters of the "student consciousness" idea from non-supporters. All findings are carefully presented, and some interpretation given. (TL)

ED 054 480 CG 006 610

Gerard, Harold B. And Others

Factors Contributing to Adjustment and Achievement in Racially Desegregated Public Schools.

California Univ., Riverside.

Pub Date [67]

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Students, Family Attitudes, Family School Relationship, *Parent Attitudes, *Racial Integration, *Research Design, School Environment, *School Integration, Social Integration, Teacher Attitudes, Teacher Characteristics

The overall design is elaborated for a proposed research program which would examine the antecedents, concomitants, and consequences of successful integration of Black, Mexican-American, and white children in the elementary grades of the Riverside, California public school system. Essentially, the proposed research is a 7-year longitudinal study involving some 1800 children, of whom approximately half are minority group members and half are white. The basic research strategy proposed is extensive multiple measures of all variables: (1) achievement, personality, and adjustment of the child; (2) parental values and attitudes; and (3) school and teacher characteristics. More specifically, the study would provide basic information on the antecedent child, and school characteristics which promote achievement and adjustment following termination of "de facto" segregation. The impact of desegregation on the children will also be assessed for the extent to which its effects feed back through the child to alter family attitudes, values, interaction patterns, and community participation. (Author/TL)

ED 054 481 CG 006 611

Seamons, Terry R.

The Role of Relaxation in the Desensitization Process: Guidelines and Precautions.

Provo City School District, Utah.

Pub Date Apr 71

Note—12p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Behavior Change, *Conditioned Response, Desensitization, *Evaluation, Literature Reviews, Therapy

The theoretical basis for Wolpe's systematic desensitization, with its principle of reciprocal inhibition and its emphasis on the role of physiological relaxation, is explained. The author examines the literature relevant to the effectiveness of desensitization with, and without, relaxation, as well as the effectiveness of relaxation alone. All 3 areas of emphasis are found to be supported by current research, thus producing a dilemma: relaxation vs. desensitization? Two attempted theoretical rapprochements are brought to bear on the problem, both of which call into question Wolpe's neurophysiological explanation of the principle of reciprocal inhibition. Is it actual physiological relaxation (musculature) or is it cognitions which account for the success of desensitization? Other problem areas encountered in the use of relaxation and desensitization are explored. In a final, brief section, the author discusses the practical implications which these techniques have for counselors. (TL)

ED 054 482 CG 006 612

Murdock, Robert Lloyd

Concept Learning and Retention: Effects of Presentation Method and Learning Procedure for Different Intelligence Levels.

State Univ. of New York, Albany.

Pub Date Mar 71

Note—99p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Dept., Albany, N.Y. 12224 (MF-$0.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Processes, Concept Formation, *Concept Teaching, *Deductive

Methods, *Elementary School Students, Inductive Methods, Intelligence, Intelligence Differences, *Intelligence Level, Learning, *Learning Processes, Thought Processes

The effects and interactions of 3 variables on concept learning and retention were investigated: (1) method of stimulus presentation; (2) learning process; and (3) intellectual ability. One hundred and forty-four (144) 4th graders were divided into 4 groups, each of which was further subdivided into high, middle, and low intellectual ability levels. Each group was presented 3 school-like conceptual tasks to learn and retain. Treatment conditions included different combinations of inductive or deductive concept learning and simultaneous or successive stimulus presentation. Among the results are the following: (1) students, regardless of level of intelligence, learned concepts more effectively under the deductive process; (2) retention was found to be a function of how well a concept is learned and not of how it is learned; (3) mode of stimulus presentation was not found to be a differentiating variable; and (4) higher intellectual level students had higher learning and retention scores than those of lower intellectual levels. (Author/TL)

ED 054 483 CG 006 613

Resource Book for Drug Abuse Information.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Science Teachers Association, Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Oct 69

Note—123p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($1.25)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Drug Abuse, Drug Addiction, Drug Legislation, Drug Therapy, Educational Programs, *Health Education, Inservice Education, Inservice Programs, *Inservice Teacher Education, Lysergic Acid Diethylamide, Marihuana, Narcotics, *Social Problems, Student School Relationship, Student Teacher Relationship, Teacher Responsibility, Youth, *Youth Problems

The bulk of this book is divided into 3 major sections: (1) teaching about drugs; (2) facts about drugs; and (3) supplementary reports which deal with legal aspects, prevention, drug use-student value correlations, motivation, etc. The section concerned with teaching about drugs provides concrete suggestions for elementary and secondary educators, as well as administrators. Much of the focus is on communication with youth. Facts are presented about marihuana, amphetamines, barbiturates, LSD, and heroin. In addition, there are discussions about drug dependence, one paper on pharmacologic therapy for narcotic-dependent persons, and a fact sheet on federal drug laws. Two shorter sections, which conclude the book, consider the use of films in drug abuse education and, in a somewhat different vein, discuss the essential components of an inservice drug education workshop. An annotated list of movies and a bibliography of selected references are included. (TL)

ED 054 484 CG 006 615

Clausen, John A.

Age Stratification and the Individual.

California Univ., Berkeley.

Pub Date 30 Aug 71

Note—13p.; Paper presented at American Sociological Association meetings, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Age, Age Differences, Age Groups, *Developmental Tasks, Disadvantaged Groups, *Individual Differences, *Maturation, *Social Adjustment, Social Class, Social Differences, Social Factors, Social Influences, Socioeconomic Influences, Vocational Development

The human life course is examined so as to clarify the nature and meaning of age to members of different social classes at different periods of their lives. The author utilizes a developmental framework: life is made up of interlinked role sequences involving cumulative learning. Each stage builds on the previous one. Within this framework, the role possibilities and expectations for individuals at different ages are considered. Some, such as school age, have been codified in law. Others are based on normal maturation in children (e.g., the age for walking). Still others are derived from the nature of the economy and social organization (such as the "marrying" age). Some of the problems resulting from age stratification are pointed up. For example, failure to meet certain age-bound expectations can cause problems at a later age. Also, some age expectations are met more easily by members of one social class than by members of another. (TL)

ED 054 485 CG 006 616

Rehberg, Richard A. Hotchkiss, Lawrence

Educational Decision Maker: Antecedents and Consequences of Career Advice from the Guidance Counselor in the Process of Social Mobility.

State Univ. of New York, Binghamton.

Spons Agency—National Science Foundation, Washington, D.C.; State Univ. of New York Research Foundation, Fredonia.

Pub Date 71

Note—49p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Planning, Counseling, *Counseling Effectiveness, *Counselor Attitudes, Counselor Performance, *Decision Making, Guidance Personnel, Noncollege Preparatory Students, Pupil Personnel Services, *Secondary School Counselors, *Secondary School Students

Three questions regarding the secondary school guidance counselor are addressed: (1) do counselors devote more time to students predisposed toward higher education; (2) to what extent is the counselor's advice dependent on such predisposing variables as status, intelligence, parental encouragement, etc.; and (3) does the counselor have an incremental effect on students' educational expectations independent of these predisposing variables. Correlational and path analyses with longitudinal data from 1171 males and 1105 females surveyed at the end of their freshman and sophomore years reveal that (1) if anything, counselors have more contact with students less disposed to higher education; (2) the student's educational goals and intelligence exert a direct effect on counselor advice, but students status exerts only indirect effects; and (3) the counselor does have an incremental effect on students' educational expectations independent of the influences of the predisposing variables included in the analysis. The critical role of "early" educational expectations on subsequent expectations is discussed in the text. (Author/TL)

ED 054 486 24 CG 006 617

Kidder, Steven J.

Simulation Games: Practical References, Potential Use, Selected Bibliography.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-112

Bureau No—BR-6-1610

Pub Date Aug 71

Grant—OEG-2-7-061610-0207

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, Classroom Games, *Educational Games, Games, *Instructional Materials, *Problem Solving, Reference Materials, *Simulation, Social Psychology

Several recently published books on simulation and games are briefly discussed. Selected research studies and demonstration projects are examined to show the potential of simulation and gaming for teaching and training and for the study of social and psychological processes. The bibliography lists 113 publications which should lead the reader to practical information on games. (Author)

ED 054 487 CG 006 618

Grapko, M. F. Fraser, J. A.

Relationships of Pupil Security Characteristics and Teacher Awareness to Pupil Security Characteristics.

Toronto Univ. (Ontario).

Pub Date 71

Note—17p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Experience, *Elementary School Students, *Individual Characteristics, Individual Differences, *Personality Assessment, Security, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, Teacher Characteristics

Nearly 500 boys and 500 girls in the 4th, 5th and 6th grades filled out the Child Study Security Test, Elementary Form, while their 34 teachers completed a 16 item Teacher Rating Questionnaire. The pupils' self-reported personality characteristics were then correlated with their teacher's ratings. Agreement was used as an indicator of the knowledge or awareness the teacher has about the pupil. Among other things, the results show that (1) unmarried female teachers, as a group, are more aware of the personality characteristics of pupils than are married female teachers or male teachers as a group; (2) class size makes no difference in determining teacher awareness; (3) high awareness teachers report a greater interest in the child's school and out-of-school experiences; (4) low awareness teachers prefer a more traditional approach to teaching; and (5) children who develop adequate, mutually supporting peer relationships generally receive more favorable teacher ratings. (Author/TL)

ED 054 488 CG 006 619

Mitchell, Herman E. Byrne, Donn

The Defendant's Dilemma: Effects of Jurors' Attitudes and Authoritarianism on Judicial Decisions.

Purdue Univ., Lafayette, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [71]

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, *Authoritarianism, Behavior, Bias, Class Attitudes, *Court Litigation, Courts, *Decision Making, Discriminatory Attitudes (Social), *Equal Protection

Two hypotheses are tested: (1) that attitude similarity between defendant and juror is positively related to decisions favoring the defendant; and (2) that juror authoritarianism is negatively related to decisions favoring the defendant. In a simulated jury situation, 139 subjects who were either high or low in authoritarianism responded to an accused defendant whose attitudes were either similar to or dissimilar from their own on 5 issues irrelevant to the case. The effects of attitude similarity and authoritarianism on judicial decisions were found to be more complex than hypothesized. Generally, and compared to equalitarians, authoritarians are less inclined to judge a similar defendant as guilty and more inclined to punish a dissimilar defendant severely. Discrepancies between these findings and those of other studies are discussed. The authors suggest important implications for the legal system in the fact that some jurors (equalitarians) are more immune to legally irrelevant information than are others (authoritarians). (TL)

ED 054 489 CG 006 620

Stambler, Howard V.

Labor Market Experience of Minority Youth in Poverty Neighborhoods.

Department of Labor, Washington, D.C.

Pub Date 7 Apr 71

Note—8p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Depressed Areas (Geographic), Disadvantaged Environment, Disadvantaged Groups, *Disadvantaged Youth, *Economic Disadvantagement, *Labor Market, *Social Discrimination, Subemployment, Underemployed, Unemployment, Youth

The numbers, family status, educational disadvantages, homelife, income, and employment experience of minority youth, primarily blacks, are discussed, utilizing much supportive statistical data. After presenting the general picture, the author narrows his focus to the specific skill and training needs and deficits of minority youth from slum and poverty neighborhoods. Some of the findings of a 6-city Bureau of Labor Statistics Urban Employment Survey are elaborated, which describe the job situation for youth and other poverty residents. The results show clearly the economic and social consequences of many years of neglect and discrimination, and the poverty and underemployment that are caused by lack of

skill, training, education, and counseling. The author concludes that these advantages while not a panacea, can be the key to a more satisfying life for minority youth. (TL)

ED 054 490 CG 006 621
Sawatzky, D. Donald Zingle, Harvey W.
Research in Person Perception and the Helping Relationship.
Alberta Univ., Edmonton.
Pub Date 71
Note—23p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Counseling Effectiveness, Counselor Acceptance, Empathy, *Helping Relationship, High School Students, Human Relations, *Interpersonal Competence, Memory, Nonverbal Communication, *Perception, Research, Verbal Communication, Video Tape Recordings

This study is an attempt to reconceptualize what variables are relevant from the perspective of a counselor in assessing person perception. Urban and rural high school students were used as judges. After watching a videotaped interview, they filled out questionnaires testing their accuracy of person perception, and memory of verbal and visual cues. They also summarized their impressions of the interviewee and his attributes. The 2 major aspects of person preception examined, i.e., differentiation, or the number of distinct concepts entertained by a person with respect to his world, and integration, the extent to which dimensional units of information can be interrelated in different ways to generate new and discrepant perspectives about stimuli, were found to be positively related to each other as well as to accuracy of perception, and memory of verbal and visual stimuli. An important implication stressed is that the aim of counseling be altered to the development of more abstract conceptual functioning rather than simple adjustment to societal norms, encouraging creative rather than accomodative characteristics. More open counseling relationships would be developed by counselors with effective person perception as defined in the study. (Author/KS)

ED 054 491 CG 006 622
Burchard, John D.
Behavior Modification with Delinquents: Some Unforseen Contingencies.
Vermont Univ., Burlington.
Pub Date Mar 71
Note—10p.; Paper presented at American Orthopsychiatric Association convention, Washington D. C., March 21-24, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Behavior Problems, Correctional Rehabilitation, Criminals, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, *Operant Conditioning, Prisoners, Program Descriptions, *Rehabilitation Programs, Reinforcement

With the recognition of a functional relationship between anti-social behavior and the environment in which it occurs, and hence of the appropriateness of environmental intervention, there has been an increasing appeal for the use of behavior modification with criminals and delinquents. This has led to the development of many sound programs in the area of prevention and rehabilitation. Two programs of each type are described. At the same time, however, there are several issues which presently plague the effectiveness of behavior modification. In general, these issues relate to the need to establish behavior modification programs on an empirical or analytical basis, the need to focus upon possible side effects which are incompatible with long-range goals, and finally the need to go beyond a demonstration of the power of behavior modification and focus on problems of generalization, bringing the behavior under the control of natural contingencies. (Author/KS)

ED 054 492 CG 006 623
Biggers, Julian L.
The Effect of School System Size and Position in the Administrative Hierarchy upon the Guidance Administrator's Perceived Level of Authority and Needs Satisfaction.
Texas Tech Univ., Lubbock.
Spons Agency—Texas
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Guidance Functions, *Guidance Personnel, Guidance Programs, *Need Gratification, Personnel Needs, Power Structure, *Role Perception, School Size

Guidance administrators in 70 school systems were surveyed concerning their perceived level of authority in 24 areas of the guidance program and their perceived needs satisfaction on a Maslow-type scale. School system size and the respondent's position in the administrative hierarchy were used as independent variables to test effects upon authority level and needs satisfaction. Guidance administrators near the top of the school organization generally perceived them themselves having higher levels of authority than those further removed. Position in the administrative hierarchy had little influence upon the needs satisfaction of the incumbent. Guidance administrators in systems under 50,000 enrollment were significantly more varied in their perceptions of their level of authority and needs satisfaction than administrators in larger districts. Based upon the findings reported and the limitations of the sample, it was generally concluded that the organizational factors of system size and position in the administration influence the perceptions of the guidance administrator. (Author)

ED 054 493 CG 006 624
Volunteer Programs in Courts: Collected Papers on Productive Programs.
Social and Rehabilitation Service (DHEW), Washington, D.C. Ofice of Juvenile Delinquency and Youth Development.
Report No—JD-Publ-478
Pub Date 69
Note—276p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Court Litigation, Courts, Crime, Delinquents, *Juvenile Courts, *Probation Officers, *Rehabilitation, *Volunteers

This publication is designed to provide court systems with a manual that presents collected papers detailing major program areas in utilizing volunteers. This manual is in a line of development which tries to establish a how-to-do-it body of special knowledge for courts. This body of knowledge has been built up by 8 years of experience in developing and managing volunteer programs in one of the 2 or 3 pioneer volunteer courts in the nation, Boulder County, Colorado, Juvenile Court. Included in this publication are such topics as: (1) the volunteer probation officer; (2) volunteer tutors in court probation programs; and (3) community volunteers as discussion group leaders for juvenile probationers. Included under these topic headings is specific information related to the selection, training, and utilization of community members as volunteers in the probation court. Relevant information regarding the successes and problems encountered by courts currently using volunteers is also provided. (Author/RK)

ED 054 494 CG 006 625
Maxwell, Joseph W.
Group Pre-Marriage Counseling: A Tentative Model.
Virginia Polytechnic Inst., Blacksburg.
Pub Date Apr 71
Note—13p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N. J., April 4-8, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cocounseling, Counseling, Family Counseling, *Group Counseling, Group Dynamics, Interpersonal Relationship, *Marriage Counseling, *Models

This paper provides a rationale for group premarriage counseling based on the social nature of factors influencing the marriage model. The author suggests that while group pre-marriage counseling invites disillusionment, it offers the antidote--the realization that disillusionment occurred not necessarily because of a bad choice, but because of unrealistic expectations. The group gives each individual a different perspective for viewing this problem. Moreover, there are other advantages: (1) it sounds less threatening than counseling with the individual couple; (2) it permits voluntary self-exposure; and (3) it may be seen as "refined rapping." Some disadvantages include a possible difficulty in pursuing an individual couple's interest or need to their satisfaction, more restricted self-exposure, and the tendency for some couples to compare their own relationship with others rather than evaluate it in terms of itself. Unique features of group counseling are listed which augment interpersonal growth and accelerate behavioral change. Based on practical experience, a discussion is made of the merits of having co-counselors to direct the group. Objectives of group pre-marriage counseling are given as a general guide for implementing the model. (Author/MA)

ED 054 495 24 CG 006 628
McCall, John N.
The Relation of Family Size, Birth Order, and Socio-economic Status to the Abilities of High School Students. Final Report.
Southern Illinois Univ., Edwardsville.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-E-022
Pub Date Mar 71
Grant—OEG-5-70-0016-512
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Birth Order, Demography, *Family (Sociological Unit), High School Students, *Individual Differences, *Intelligence Differences, Sex Differences, Sociocultural Patterns, *Socioeconomic Influences

Individual differences in general intelligence and in 8 different special aptitudes or skills were hypothesized to be independent of family size and birth order indices. Evidence to the contrary, in the form of linear correlations, was predicted to be due to the confounding influence of socioeconomic factors. Among the more familiar demographic indices, only sex was expected to be a source of variation in special aptitude--over and above general intelligence. Data for testing these hypotheses were obtained from the "Project Talent Data Bank." The hypotheses were generally supported. Intelligence and special ability were found to be independent of family size and birth order indices when socio-economic differences in intelligence were removed. No differences in special ability were associated with socio-economic status after differences due to general intelligence were removed. These findings discount the need for special educational programs which might be planned for later born children on the assumption that they are intellectually handicapped. The sex differences in ability may justify existing differences in vocational programs for boys and girls. But the actual reasons for these differences require further study. (Author)

ED 054 496 CG 006 629
Dillon, Peter C. And Others
Brainstorming on a "Hot" Problem: A Comparison of Individual and Group Results.
California Univ., Berkeley.
Pub Date Apr 71
Note—13p.; Paper presented at Western Psychological Association meetings, San Francisco, Calif., April 21-24, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Educational Innovation, Educational Programs, *Group Discussion, Individual Activities, Models, *Problem Solving, *Productive Thinking, Task Performance, *Videotape Recordings

The relative and combined effects of short-term group brainstorming practice and video-tape training sessions on brainstorming performance were explored. Two hypotheses were tested: (1) under group and individual conditions, performance should improve with the use of a model of a well trained and experienced brainstorming group, group performance being likely to improve more because of the opportunity to identify with the model; and (2) a short-term practice session would enhance brainstorming performance, again particularly for groups. The 4 rules of brainstorming as described by Osborn (1957) were presented to a student sample . Their task was to generate ideas on possible change tactics in terms of the escalation of the Vietnam war, particularly relevant as Cambodia had been invaded very recently. With the criterion measure as the number of different ideas generated, the superi-

ority of individuals over groups was clearly demonstrated, and the no-videotape condition performed better across all conditions, contrary to expectations. The effect of practice on performance, though positive, was not significant. (KS)

ED 054 497 CG 006 630
Beier, Ernst G. Sternberg, Daniel P.
Subtle Interactive Cues in Newlyweds.
Utah Univ., Salt Lake City.
Pub Date [70]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, Environmental Influences, *Family Life, *Interpersonal Relationship, *Marriage, *Nonverbal Communication, Social Relations, *Verbal Communication

An analysis of the extraverbal communication processes in newlywed couples is described. The aim of the research was to discover whether certain extraverbal communications are related to happiness in a marriage and, eventually, to its duration. Among specific significant findings with regard to behavior ratings were: (1) chair distance was negatively related to other-touching, indicating that the closer the couple sat together, the more likely it was that they also used gestures touching each other and were touching for longer periods of time; (2) eye contact was the variable which correlated best with all the other behavioral ratings; (3) open position of arms was unrelated to open position of legs (open position of arms appeared to be more related to interpersonal closeness than open position of legs); and (4) if a person lists a topic of conflict, he means to say it is also a source of unhappiness to him. The authors conclude that they demonstrated that self ratings of marital happiness show a clear relationship to the use of subtle cues, such as eye contact and touching, which indicated personal closeness. (Author/TA)

ED 054 498 CG 006 633
Malik, Har G. S.
Personality and Career Decision Making.
Pub Date [70]
Note—9p.
Available from—Harry S. Malik, Vocational Psychologist, Saskatchewan Training School, Moose Jaw, Saskatchewan, Canada
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Career Planning, Decision Making Skills, Game Theory, High School Students, *Occupational Choice, *Personality, Personality Tests, *Problem Solving, Simulation, Vocational Development

The hypotheses tested that (1) anxiety and (2) extraversion (exvia) would be negatively related to career making ability. Variables defined as contributing to anxiety included ego weakness, excitability, low superego strength, threat sensitivity and high ergic tension. Extraversion was considered the "general tendency to social interaction" with people. Career decision making ability was considered directly proportional to the quality of strategy used by the individual while planning the future activities of a ficticious person in the fields of education, job, family, life and leisure. The Junior-Senior High School Personality Questionnaire and the Life Career Game (Boocock, 1968) were used to obtain measures of anxiety and exvia, and career decision making ability respectively. Except for one female subgroup, the hypothesis of negative relationship between anxiety and career decision making ability was not supported; in fact for 3 male subgroups, a significant positive relationship was found. The exvia scores and career decision making ability were not related for any of the subgroups. Possible reasons for non-support of the hypotheses are discussed. (KS)

ED 054 499 CG 006 635
Raimy, Victor Charles
The Self-Concept as a Factor in Counseling and Personality Organization.
Ohio State Univ., Columbus. Libraries.
Pub Date 71
Note—156p.
Available from—Office of Educational Services, The Ohio State Univ. Libraries, Columbus, Ohio ($5.00)
Document Not Available from EDRS.
Descriptors—*Counseling, *Human Development, Identification (Psychological), Individual Development, *Personal Growth, Personality Development, Self Actualization, *Self Concept, *Self Esteem

In the foreword, Arthur Combs cites 3 impressive considerations about Victor Raimy's just-now published doctoral dissertation on the theory of the self concept. One is that the importance of the self concept for the understanding of human behavior must be regarded as one of the most outstanding developments of the past 25 years in American Psychology. Another is that many of the concepts Raimy sets forth in a perceptual approach to behavior are basic to modern humanist thought. Raimy was searching for some "central, controlling factor" in personality which could serve as the focal point of organization for at least some relatively massive, behavioral patterns. This hypothetical factor was finally recognized as having considerable relation to an individual's thinking about himself, and a tentative label of "-Self-Concept" was appended. The dissertation itself is concerned with a method for classifying self-references (positive, negative, ambivalent), and thereby tracing changes in self-esteem, to vertatim records from client responses during psychotherapy. Fourteen case studies are included to document the research. (TA)

ED 054 500 CG 006 637
Schlenker, Barry R. And Others
Source Esteem, Threat Credibility, and Compliance to Coercive Power Attempts.
State Univ. of New York, Albany.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Apr 71
Note—5p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N. Y., April 15-17, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Association (Psychological), Behavior Patterns, *Beliefs, Games, Generalization, *Motivation, Negative Reinforcement, *Response Mode, *Simulation, Social Characteristics, *Social Influences, Social Status
Identifiers—Prisoners Dilemma Game

It was hypothesized that source esteem would be effective in mediating target compliance when the source uses threats as an influence tactic, particularly if esteemed individuals maintain a facade of truthfulness, because threat credibility would then be overestimated. Threats from a low esteemed source would have lower credibility and lead to infrequent compliance. The experimental paradigm used a message-modified version of the Prisoner's Dilemma Game (PDG) in which a simulated source could send explicit contingent threats to target subjects during the course of a mixed-motive conflict situation. An experimental confederate first carried out a rehearsed esteem inducement procedure. The game was then played. In the experimental group, 20 threats were sent (as an illuminated light) over 150 game trials, and half the subjects were punished for non-compliance. Subjects then rated the confederate. The subjects were found to comply more frequently in high source esteem conditions irrespective of threat credibility. In low source esteem conditions, subjects complied as a direct function of threat credibility. (KS)

ED 054 501 CG 006 638
Bucklin, Robert W. Bucklin, Mary L.
The Marginal College Freshman: A Survey and Proposed Student Personnel Services Model.
Pub Date [71]
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Environment, *College Freshmen, *Developmental Programs, Dropouts, Educational Research, Family Background, *Models, Psychological Characteristics, *Skill Development, Statistical Analysis, *Student Personnel Services

The sample of 164 Marginal College Freshmen (MCF) who attended the 1968 Eastern Michigan University (EMU) Special Summer Session. Ninety-nine variables were analyzed utilizing the total sample of MCF and subgroups, persistors, and leavers. From these assumptions, hypotheses were developed. A model of a multidimensional developmental model is proposed that allows for individual differences and provides special programs to meet the needs of each group within the total sample as well as the needs of the total sample. Precollege planning allows for the anticipation of, and planning for, the needs of the potential MCF. Special programs are offered in the areas of Academic Skill Building, Social Skill Building, Situational Skill Building, and Services. (Author)

ED 054 502 CG 006 639
Becker, Franklin D. Mayo, Clara
Measurement Effects in Studying Reactions to Spatial Invasions.
Boston Univ., Mass.
Pub Date Apr 71
Note—9p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N. Y., April 15-17, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstract Reasoning, *Behavior Patterns, Cues, Field Studies, Laboratory Experiments, *Methodology, Questionnaires, *Response Style (Tests), Simulation, *Spatial Relationship

Two concepts predominate in studies of spatial invasion: territoriality (personalization and defense of a fixed spatial area) and personal space (a portable area surrounding the individual, which is responsive to environmental change). Spatial invasions were carried out by occupying a marked seat (invade condition), and adjacent seat (adjacent condition), and one across from the marked space (across condition) in a cafeteria situation using students as subjects. Reactions were tested by methods increasing in realism: (1) questionnaire; (2) doll placement; (3) laboratory simulation; (4) field simulation; and (5) field experiment. The results supported the expectations that (1) individuals respond to social distance rather than territorial defense in a cafeteria situation; and (2) except where experimental manipulation is so powerful as to eliminate virtually all variation among subjects (i.e., the invade and across conditions), different methods produce different results, with the greatest differences between those methods most different. These findings are explained in terms of the decreasing number of task relevant cues available to the subject in increasingly artificial situations. (KS)

ED 054 503 CG 006 640
Koop, Victor Robert
The Relationship of Internal-External Control and Adjustment and Satisfaction in Structured and Unstructured Academic Programs.
Waterloo Univ. (Ontario).
Pub Date [68]
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Academic Education, Academic Performance, *Adjustment (to Environment), Behavior, College Freshmen, College Students, *Educational Environment, Environment, *Reinforcement, *Student Adjustment

Two hundred and six (206) first year college students from both structured and unstructured academic programs were administered Rotter's I.E. scale to measure the extent to which they see themselves as having control over their environments. Two reciprocal hypotheses were tested: (1) that the internally controlled student (who sees a relationship between his behavior and environment effect) would be most satisfied with and adjusted to an unstructured academic program where students are asked to control their own environment; and (2) that the externally controlled student (who does not perceive the relationship) will be most satisfied with and adjusted to a structured program where few demands are made that he control his environment. Student adjustment, satisfaction, and grades served as dependent measures. No interaction between I.E. and program structure was reported. Findings indicate: (1) all students were more satisfied in an unstructured academic program; (2) internally controlled students expressed greater satisfaction regardless of which program they were in; and (3) some unexplained sex differences occurred. (Author/TL)

ED 054 504 CG 006 641
Kapel, David E.
Counseling Needs of Environmentally Handicapped Students in Higher Education.
Temple Univ., Philadelphia, Pa. Coll. of Education.
Pub Date [71]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Ladders, Change Agents, *Counselor Role, *Culturally Disadvantaged, *Disadvantaged Environment, Guidance Objectives, Higher Education, Inner City, Socially Disadvantaged, *Student Needs

Typically, the student body in career ladder programs comprises inner city students, best referred to as environmentally handicapped--by such factors as health, economics, lack of political power and weak family structure. Those in higher education are considered "high risk" by institutions because their academic background differs from that of the majority of the other students. Furthermore, they are often: (1) older and more mature; (2) have stated goals; (3) have options of more movement; (4) can make more independent decisions; and (5) have more obligations (children, homes, finances) and personal problems. The total program is a period of adjustment and mediation between past and present experiences. The counselor's goal is to help such students cognitively and psychologically meet the challenges involved in entering college programs in typically white, middle-class institutions, and to help them develop to their fullest potential. Above all, his obligation is to work for institutional, program, and value changes within the system. (KS)

ED 054 505 CG 006 642

Beavers, William S.

Effect of Two Counseling Treatments upon the Task-Oriented Behavior of Seventh Graders.

Illinois State Univ., Normal.

Pub Date Apr 71

Note—7p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N.J., April 4-8, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Classroom Observation Techniques, *Counseling, *Counselor Training, Goal Orientation, Inservice Programs, Interpersonal Relationship, Junior High School Students, Study Skills, *Task Performance, Video Tape Recordings

Two of 4 junior high school counselors participated in in-service training in Systematic Counseling. The materials used in the training program were developed originally for use with the Michigan State University School Counselor Training Program. The approach of the counselors who did not participate in the training program was labeled Insight-Relationship Counseling. Teachers submitted names of students they identified as exhibiting low task-oriented behaviors. These students were randomly assigned to the counselors for 8 counseling interviews or to a no-contact control group. Each subject was assigned a task-oriented behavior rating based on evaluation of videotaped segments of his classroom behavior made following the counseling phase. Subjects assigned to the Systematic Counseling treatment increased their task oriented behavior significantly more often than did those assigned to the control group. No differences were found between the subjects assigned to the 2 counseling treatments. These findings support the conclusion that Systematic Counseling, as practiced after brief in-service training is a viable approach for helping students increase task-oriented behaviors. (Author/KS)

ED 054 506 CG 006 643

Crites, John O.

The Maturity of Vocational Attitudes in Adolescence. APGA Inquiry Series Number 2.

Maryland Univ., College Park. Agricultural Experiment Station.

Spons Agency—Department of Health, Education, and Welfare, Bethesda, Md. Secretary's National Advisory Committee on Dyslexia and Related Reading Disorders.; Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—110p.

Available from—American Personnel and Guidance Association, Publication Sales, 1607 New Hampshire Ave., N.W., Washington, D. C. 20009 ($2.50)

Document Not Available from EDRS.

Descriptors—*Adolescence, Career Planning, Developmental Guidance, Educational Research, Maladjustment, Maturity Tests, *Measurement, *Student Attitudes, *Vocational Adjustment, *Vocational Development, Vocational Interests

Identifiers—Vocational Development Inventory, Vocational Development Project

The research in this monograph was stimulated by the need for an objective, standardized measure of vocational maturity which would provide an empirical referent for the conceptual terms of vocational development theory. The instrument constructed for this purpose is the Vocational Development Inventory, which consists of a Competence Test and the Attitude Scale. The former is designed to assess the cognitive components of vocational maturity; it has not been completed yet. The latter is intended to define operationally the cognitive elements in vocational maturity. Findings include the following: (1) the relationship of items to grade was stronger than it was to age; (2) there was a trend for item endorsements to change from True to False across grades; (3) there were two "stages" in the item curves, between the 6th and 7th grades and the 9th and 10th grades; and (4) a subset of items which were unrelated to age or grade and which elicited deviant responses might constitute an index of vocational maladjustment. The Vocational Development Project was established, also, to implement a program of different, but interrelated types of research: survey, technique, theoretical, and applied. (Author/TA)

ED 054 507 CG 006 644

Bitter, James A.

Some Viable Service Delivery Approaches in Rural Rehabilitation.

University of Northern Colorado, Greeley. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—R-1

Pub Date Apr 71

Note—9p.; Paper presented at American Personnel and Guidance Association Annual Conference, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Resources, Interagency Cooperation, *Rehabilitation, *Rehabilitation Counseling, *Rehabilitation Programs, Rural Population, Service Occupations, Staff Utilization, *Systems Approach, *Vocational Rehabilitation

Rehabilitation as a delivery system emphasizes a planned sequence of services which are usually purchased by the State Agency counselor from rehabilitation resources. Examples of these resources are physicians, hospitals, clinics, rehabilitation centers, workshops, and educational programs. Most viable approaches to rural rehabilitation service delivery are limited by the assumption that the rehabilitation program is dependent upon the availability of traditional resources and employment outcome. The current trend in social service toward viewing people as total individuals with "total life" functioning and delivery systems from a total systemic view offers future clients hope for "total rehabilitation" as an outcome. For example, some agencies presently attempt to overcome the resource and distance obstacles through a greater emphasis on interagency coordination, alternate staffing patterns, and greater utilization of client and non-traditional community resources than is generally found in urban service delivery. These 3 emphases are discussed in more detail. (Author/TA)

ED 054 508 CG 006 647

Proceedings of the Eighteenth Annual Convention of the Christian Association for Psychological Studies. Theme: Christian Self-Esteem.

Christian Association for Psychological Studies, Grand Rapids, Mich.

Pub Date Apr 71

Note—137p.; Reprint from Proceedings of 18th Annual Convention of the Christian Association for Psychological Studies, April 14-16, 1971, Milwaukee, Wisconsin

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Christianity, Human Development, *Identification (Psychological), Individual Development, Personal Growth, *Self Actualization, *Self Concept, *Self Esteem

This volume represents the collection of all papers presented at the convention (April, 1971) of the Christian Association for Psychological Studies, whose theme was "Christian Self-Esteem." Some of the titles include "A Demonstration of an Affective Counseling Technique," "Self-Image and Self-Esteem--A Christian Psychiatric Appraisal," "Concepts of Validity in the Measurement of Self-Esteem," "Self-Esteem: A Function of Ego Strength," "Self-Esteem and the Classroom," "Self-Esteem and Self-Actualization," and "Social Conditioners of the Self-Concept." Nineteen papers were presented at the convention. (TA)

ED 054 509 CG 006 650

Sapp, Gary L. Williams, Robert L.

Proclamation versus Contracting in Classroom Behavior Management.

Tennessee Technological Univ., Cookeville.

Pub Date Apr 71

Note—19p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N. J., April 4-8, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Behavioral Science Research, Behavior Change, High School Students, Motivation, *Negro Students, *Operant Conditioning, Participant Involvement, Reinforcement, *Student Behavior

The study compared the efficacy of proclamation, contracting, and contingent teacher approval in modifying the classroom behavior of 5 Negro adolescents. Proclamation consisted of a written statement of reward and punishment contingencies (points gained or lost) under which the class was operating, whereas the contracting phase permitted students to suggest revisions of the point system and formally endorse it by signing their names to a contract. Implementation of treatments and subsequent reversals indicated that both proclamation and contracting produced a high level of appropriate behavior, but the contingent teacher approval, in the absence of proclamation or contracting, did not maintain a high level of appropriate behavior. The principal conclusion derived from the results is that a student's formal endorsement of a contract, alone, will not radically alter his performance. (Author)

ED 054 510 24 CG 006 651

Nesselroade, John R. Baltes, Paul B.

A Study of Ontogenetic and Generational Change in Adolescent Personality by Means of Multivariate Longitudinal Sequences. Final Report.

West Virginia Univ., Morgantown.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0289

Pub Date Aug 71

Grant—OEG-O-9-580289-4415

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, *Cultural Environment, Environmental Influences, Group Membership, *Longitudinal Studies, Maturation, *Personality Assessment, Psychological Tests, *Secondary School Students, Social Influences, Teenagers

This report covers the initial phase of a longitudinal study of adolescent personality, intended to examine the impact of cultural change on adolescent personality development. The High School Personality Questionnaire (Cattell), the Personality Research Form (Jackson) and the Primary Mental Abilities Test battery (Thurstone and Thurstone) were administered to secondary school students to yield temperament and ability dimensions (only the former is reported on in this intermediate report). Separating ontogenetic (individual) and generational (historical) sources of temporal change was accomplished by application of longitudinal sequences consisting of a series of short-term longitudinal studies, analyzed by Schaie's time-sequential method. The results lend strong support to the argument that, due to potential generational change, cross sectional age gradients are fallacious indicators of true age change. Systematic personality differences were clear between cohorts born but a few years apart. The nature and status of adolescent personality development appear to be dictated less by age-related maturational components than by the type of cultural ecology which is setting the environmental milieu for all adolescents at a given point of time. (KS)

ED 054 511 24 CG 006 652

Thomas, Alexander

Preschool Behavioral Style and Later Academic Achievement. Final Report.

New York Univ., N.Y. Medical Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0663

Pub Date 15 Jul 71

Grant—OEG-0-9-420663-3705(010)

Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Affective Behavior, *Behavior Patterns, *Behavior Problems, *Elementary School Students, Individual Characteristics, *Preschool Children, Student Behavior, Task Performance
The major aim of this study was to investigate the relationship between aspects of a child's behavioral style, specifically his temperament and task orientation, in the preschool age period and his level of academic achievement in elementary school. The relationship between behavior problems in the preschool years and later academic achievement was also studied. Results indicated that (1) the temperamental characteristics on non-adaptability and withdrawal showed the most significant correlations (negative) with academic achievement; (2) children with signs of the difficult child did not appear at risk for academic underachievement; (3) similarly, the characteristics of high activity and distractibility did not show any striking correlations with academic achievement; and (4) qualitative analysis of the behavior problem cases revealed a tendency for the low academic achievers to come from homes in which there was severe intrafamilial stress. Recommendations include that teachers be familiar with the characteristics of the slowly adaptable and withdrawn child and with the approaches desirable to maxamize his learning and school achievement. In addition, teachers should be aware that characteristics which are obviously troublesome in the school setting do not necessarily predict unfavorable academic achievement. (Author/TA)

ED 054 512 52 CG 006 653
Gutcher, Dale G. Blake, Margaret
Development of Vocational Guidance and Placement Personnel for Western Metropolitan Areas. Final Report.
Colorado State Univ., Ft. Collins.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-0524
Pub Date Jun 71
Grant—OEG-O-9-150524-4520(725)
Note—154p.; Institute IV
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, Career Planning, Counseling, Employment Opportunities, Guidance Programs, *Inservice Programs, Institutes (Training Programs), *Occupational Guidance, Placement, *Professional Personnel, *Training, Vocational Counseling, *Vocational Education
This report discusses a week long institute (May 11-15, 1970) on vocational guidance that was held at Colorado State University and attended by 80 participants from 19 states and 52 cities. The institute dealt with 5 problem areas: (1) the need for counselors to reach disadvantaged persons in metropolitan areas; (2) the concern over improving vocational counseling competency; (3) the search for outside resources available to counseling professions; (4) the need to find methods of developing working relationships with business and industry; and (5) the desire for establishing methods of bringing the helping professions closer together. To deal with these 5 issues, the institute included guest speakers, group interaction, and field trips. Speeches are included. Based on a series of questionnaires completed by the participants, the institute directors found that the participants were favorably impressed with the institute, and, upon returning to their own institutions, were revising their career planning programs. (Author/RK)

ED 054 513 24 CG 006 678
Kidder, Steven J.
Emotional Arousal and Attitude Change During Simulation Games.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-3
Bureau No—BR-6-1610
Pub Date Aug 71
Grant—OEG-2-7-061610-0207
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, Behavior Change, Behavior Patterns, *Changing Attitudes, *Educational Games, *Emotional Response, Heart Rate, Innovation, Learning, Physiology, *Simulation
Identifiers—Ghetto
Psysiological and behavioral indices of emotional arousal and mood during performance in a simulation game were investigated. The hypotheses tested were: (1) there will be attitude change following participation in the social simulation game, Ghetto; (2) this change in attitude will be related to the players' emotional involvement in the game as measured by heart rate and self-reported mood (i.e., both covert and overt measures); and there will be a "spread of affect" at times during the game, i.e., the emotional arousal (as indicated by fluctuations in heart rate) experienced by one participant in the game situation, would generalize to other participants. The essence of simulation games was assumed to be to capture (via structured situations) the psychological and environmental determinants of particular cognitions. The attitudes recorded were those of the 15 undergraduate players toward the consequences of living in a ghetto. The results provide some support for the validity of the hypotheses, but the complexity of the relationships calls for more controlled experimentation. Various explanations for attitude change through the use of simulation games are presented. (Author/KS)

ED 054 514 52 CG 006 703
McMahon, Gordon G.
Development of Vocational Guidance and Placement Personnel for Metropolitan Areas, Volume XI. Final Report.
State Univ. of New York, Oswego. Coll. at Oswego.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.; Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Bureau No—BR-9-0535
Pub Date Mar 71
Grant—OEG-0-9-480535-4435(725)
Note—224p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Career Planning, Counseling, Guidance Programs, *Inservice Education, Inservice Programs, Institutes (Training Programs), *Manpower Utilization, *Placement, Technical Education, Technical Occupations, *Vocational Education
This publication reports the activities of an institute for in-service training of professional persons responsible for vocational-technical education in eastern metrololitan areas. Three related problem areas were seen as reasons for the development and focus of this institute. These included: (1) lack of guidance counselor involvement in the placement of vocationally oriented students; (2) lack of counselor interest and expertise in working with the hard-core unemployed in a school setting; and (3) the need to develop new and innovative models for in-service training of counselors in both of the above areas. The objectives of the institute were to acquaint guidance personnel with: (1) the requirements of entry level jobs; (2) the great variety of job skills provided by vocational programs; (3) the necessity for being conversant with the real needs of modern industry, business and agriculture; and (4) the need to build in youth a respect for jobs not requiring a college education. The institute participants were provided with the opportunity to: (1) hear experts in the fields of placement; (2) visit the Technical High School in Syracuse, New York, to talk with students, teachers and administrators; and (3) spend time in workshops devoted to discussing vocational counseling models. (Author/RK)

EA

ED 054 515 EA 003 509
Rhodes, Eric
Moving Away From the Index.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 70
Note—46p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($5.95)
Document Not Available from EDRS.
Descriptors—*Board of Education Policy, Boards of Education, Collective Bargaining, *Collective Negotiation, Educational Administration, Educational Finance, *Employer Employee Relationship, Employment Problems, Financial Policy, *Negotiation Impasses, Salaries, Salary Differentials, Teacher Employment, *Teacher Salaries
Identifiers—Indexes, Index Salary Schedules
Index salary scheduling, now in effect in many of the nation's schools, establishes percentages for teacher preparation and experience levels, and then compensates teachers by a base salary plus the appropriate percentages. School boards and administrators are discovering, however, that the plan often leads to certain unforeseen problems, namely, the loss to the employer of discretionary power, locked-in costs, and teacher pressure for upward revisions. Several negotiation strategies such as forceful and intelligent bargaining, fiscal planning, and flexibility are available to school boards to aid in abrogating some of the negative influences of the index schedule. (RA)

ED 054 516 EA 003 515
Ignatovich, Frederick R.
Types of Elementary School Principal-Leaders: A Q-Factor Analysis.
Pub Date 6 Feb 71
Note—47p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Schools, *Factor Analysis, Horizontal Organization, Leadership, *Leadership Styles, Methodology, Organization, *Organizational Climate, *Principals, Q Sort, Taxonomy, Teacher Administrator Relationship, Teacher Behavior, Vertical Organization
Identifiers—Leader Behavior Description Questionnaire, Organizational Climate Description Questionnaire
This research project attempted to (1) identify leader types from teacher descriptions of the leadership behaviors of elementary school principals and (2) study the effects of the leadership types on the organizational behavior of teachers. Teacher responses from 99 Iowa elementary schools revealed three basic principal leadership types. Using both the Q-sort and analysis of variance techniques, factor analysis of the item description pattern for each type suggested the following labels: Type I–Tolerant-Integrator; Type II--Intolerant-Structuralist; and Type III--Tolerant-Interloper. Under Type I principals, teacher behaviors of disengagement and hindrance were lower, esprit was higher, and congruence between teachers and principals was greater. Principal type was found to be unrelated to both school staff size and organizational intimacy. (RA)

ED 054 517 EA 003 597
Carpenter, Margaret B.
Program Budgeting as a Way To Focus on Objectives in Education.
Report No—P-4162
Pub Date Sep 69
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, Decision Making, *Educational Objectives, *Management Systems, *Objectives, *Program Budgeting, Public Relations, Resource Allocations, *School Community Relationship, School Districts, Social Values, Values
This document discusses the role of educational objectives in the construction of a program budget. Special emphasis is given to the necessity of specifying primary objectives--those that support basic values and fulfill community needs. Because primary objectives are at the top of the educational objectives hierarchy and provide the format for the program budget, they are important to an understanding of what a school district is trying to accomplish. Special problems discussed in the study include conflicting, competing, and interdependent objectives. (RA)

ED 054 518 EA 003 604
Dyer, James S.
The Use of PPBS in a Public System of Higher Education: Is It "Cost Effective?"
Report No—P-4273
Pub Date Dec 69
Note—20p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Cost Effectiveness, Decision Making, Educational Objectives, Evaluation, *Higher Education, Input Output Analysis, *Management Systems, Mathematical Models, Organization, Planning, Power Structure, *Program Budgeting, Resource Allocations, *Systems Analysis
Identifiers—Planning Programing Budgeting System, PPBS
This document (1) describes current PPBS techniques and their limitations for planning and budgeting in public higher education; (2) presents suggestions for PPBS applications in higher education systems, with emphases on the problems of identifying objectives, evaluating effectiveness, and structuring the program budget; and (3) analyzes the effects of PPBS implementation on the organization of the system, with special references to authority structures and power redistribution. (Author/RA)

ED 054 519 EA 003 619
Edwards, L. F.
How To Reduce the Cost of Vandalism Losses.
Pub Date Apr 71
Note—10p.; Speech given at National School Boards Association Annual Convention (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Equipment, Building Materials, *Costs, *Guidelines, Insurance Programs, *School Buildings, *School Vandalism, *Security, Speeches
Identifiers—Anti Intrusion Devices, Building Security, Guards
This speech discusses security measures that could be implemented in school buildings to reduce vandalism and its associated costs. Some suggested methods for reducing vandalism include (1) employment of security guards, (2) 24-hour deployment of custodial staff, (3) installation of unbreakable doors and tamper-proof locks, and (4) use of an intrusion detection system. Several anti-intrusion systems are described briefly. (JF)

ED 054 520 EA 003 621
Marland, S. P., Jr.
Education's Time for Success.
Pub Date 2 Apr 71
Note—15p.; Speech given at Education Commission of the States and Education Writers Association Joint Meeting. (Chicago, Illinois, April 2, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Rights, *Educational Improvement, Educational Research, Experimental Schools, *Federal Aid, Higher Education, *Integration Methods, Minority Groups, Research Needs, *School Integration, Speeches
Identifiers—Educational Reform, *National Institute of Education, Revenue Sharing
This speech presents the programs of the Nixon Administration and of the Office of Education designed to enhance educational progress. The programs covered include (1) desegregation efforts in the eleven Southern States and actions to protect the rights of other minority children, (2) the Administration's Education Special Revenue Sharing Bill, (3) the proposed National Institute of Education, and (4) the pending Higher Education Opportunity Act. (JF)

ED 054 521 EA 003 634
Guidelines for a Continuous Progress Program.
Catholic Diocese of Pittsburgh, Pa.
Pub Date Apr 70
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Personnel, Bibliographies, *Catholic Schools, *Continuous Progress Plan, *Educational Change, *Guidelines, Individualized Instruction, Mathematics Instruction, *Nongraded System, Parent Teacher Conferences, Reading Instruction, Report Cards, Student Records, Teachers
Identifiers—Pittsburgh
This looseleaf booklet provides Pittsburgh Diocesan administrators and teachers a step-by-step guide to the nongraded program toward which most Diocesan schools have been working for the past 15 years. The guide embodies information on parent-teacher conferences, testing, grouping, and the program mechanics and philosophy. Mathematics and reading skills for different levels are listed and materials for the basic and supplementary programs are provided. A discussion of report cards and permanent records concludes the guidelines portion of the presentation. An appendix provides sample forms for organizing and implementing the nongraded program. A short bibliography is included. A related document is EA 003635. (MLF)

ED 054 522 EA 003 635
Continuous Progress Program. Survey Report.
Catholic Diocese of Pittsburgh, Pa.
Pub Date May 71
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Catholic Schools, *Continuous Progress Plan, Educational Change, Individualized Instruction, Mathematics Instruction, *Nongraded System, Parent Attitudes, *Program Evaluation, Questionnaires, Reading Instruction, *School Environment, Student Attitudes, Student Participation, Teachers
Identifiers—Pittsburgh
This document reports data from program evaluation questionnaires completed by supervisors, administrators, teachers, students, and parents. Administrators most frequently mentioned problems centered around the areas of communication and reporting pupil progress. The most conspicuous needs are more frequent and more effective explanations of the school program. Teachers' requests for help in grouping techniques, scheduling, and reporting pupil progress were numerous; many asked for guidance in establishing a continuum of skills in subject areas other than reading and mathematics. A large number of students responded favorably to small group work and independent activities. The majority of the parents who responded indicated that their children had evidenced greater interest in school work since the initiation of the continuous progress program. A related document is EA 003 634. (Author/MLF)

ED 054 523 EA 003 638
Badran, Yehia
A Cost/Effectiveness Model for Educational Programs.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-70
Pub Date Dec 70
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, Criteria, *Decision Making, Educational Programs, Management, *Mathematical Applications, *Mathematical Models, Models, *Set Theory
Most decision problems are those in which a choice among multiple-objective alternatives must be made. The central difficulty of such decision problems lies in finding single decision criteria that combine the decisionmaker's objectives and interests in an acceptable way. In this paper, a general procedure for the construction of such single decision criteria is presented. This general procedure is then applied to the construction of a decision criterion for a "two-objective" decision problem such as which pupils, if any, should be enrolled in which educational programs when cost and effectiveness are essential factors. The use of the resulting decision model is illustrated in detail. (Author)

ED 054 524 EA 003 639
Kademani, G. B.
Educational Planning Programming Budgeting Systems. Annotated Bibliography. Technical Information Program Series.
Georgia Univ., Athens. Center for Management Systems.
Pub Date [71]
Note—17p.
Available from—Center for Management Systems, Room 534, Graduate Studies Research Center, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Bibliographies, Budgeting, Educational Planning, Literature Reviews, *Management Systems, Program Budgeting, Programing, *Systems Analysis
Identifiers—*Planning Programing Budgeting System, PPBS
This bibliography presents a collection of 87 references identified by the Center for Management Studies at the University of Georgia during research studies on planning, programing, and budgeting systems (PPBS). The study evolved from a local need for a unified bibliography with a focus on PPBS applications in education, and this document represents an initial effort to provide all researchers in the area of PPBS with a guide to the literature currently available in this field. (RA)

ED 054 525 EA 003 640
Green, Martin T.
The Chipley Report: A Replication of PPBS Pilot Study Procedures and Documents in the Chipley Middle School Social Studies Department.
Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.; Washington County Board of Public Instruction, Chipley, Fla.
Pub Date 31 Dec 70
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Cost Effectiveness, Decision Making, Educational Administration, Educational Finance, Educational Objectives, Feasibility Studies, *Instructional Systems, *Middle Schools, Planning, Program Planning, *Social Studies, Systems Approach, Teacher Participation
Identifiers—*Planning Programing Budgeting System, PPBS
The Chipley Project was initiated to ascertain if PPBS procedures developed in establishing a private school mathematics curriculum could be applied to a public school social studies curriculum. This document reports the experiences of the Chipley Middle School teachers involved in the project. The project focused primarily on creating, implementing, and evaluating the behavioral objectives of the school's instructional program and incorporated a cost effectiveness analysis of instructional expenditures. Project evaluators found that the PPBS procedures were easily utilized in a public school setting and that the experience justified the costs as well as the extension of this instructional system to other schools and subject areas. (RA)

ED 054 526 EA 003 641
Eddinger, Lucille
Federal Aid: New Directions for Education in 1970-71. An Education U.S.A. Special Report.
National School Public Relations Association, Washington, D.C.
Pub Date 70
Note—51p.
Available from—National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036. (Stock #411-12776, $4.00, quantity discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, Exceptional Child Education, *Federal Aid, *Federal Legislation, *Federal Programs, Financial Needs, Financial Problems, Financial Services, Handicapped Students, Higher Education, Lunch Programs, Nutrition, Student Loan Programs, Vocational Education
This document presents an overview of the status of Federal legislation for and appropriations to education for the fiscal year 1971. Federal assistance to higher education is discussed, and the amendments to the Elementary and Secondary Education Act (ESEA), the National School Lunch Act, and the Special Milk Program are explained. Tables list current programs administered by the United States Office of Education. (RA)

ED 054 527 EA 003 646
Sroufe, Gerald E.
Education Answers That Vouchers Question.
Pub Date 5 Apr 71
Note—13p.; Speech presented at National School Boards Association Annual Convention. 31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Educational Experiments, *Educational Finance, *Educational Innovation, Educational Needs, *Education Vouchers, *Federal Aid, Federal Programs, Speeches, Students, Tuition Grants
This speech explains education voucher programs and responds to criticisms of such programs. The education voucher system is described as one that questions traditional structures and methods while it equalizes opportunities

to purchase education, fosters federally funded and controlled alternative school settings and programs, and gives parents control of a share of public resources for their children's education. Variations of the basic proposal provide supplemental vouchers for preschool education, education of the poor, reading education, and special programs for high school dropouts. According to the author, opposition by public school officials to proposed voucher experiments demonstrates the need for these spokesmen to respond with constructive reorganizations of their own. (EA)

ED 054 528 EA 003 647

Sigel, Efrem Sobel, Myra

Accountability and the Controversial Role of the Performance Contractors. A Critical Look at the Performance Contracting Phenomenon.

Pub Date 71

Note—137p.

Available from—Knowledge Industry Publications, Tiffany Towers, Box 429, White Plains, New York 10602. ($95.00, first copy. Additional copies $45.00, subscriber discount)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Educational Accountability, *Educational Economics, Educational Experiments, Federal Programs, *Performance Contracts, Politics, Remedial Mathematics, Remedial Reading Programs, *School Industry Relationship

This report explores the evolutionary process of the concepts of accountability and performance contracting from their inception through mid 1970-71. Six major topics are discussed: (1) ideological, managerial, and pedagogical underpinnings, (2) definitions and history of the concepts, (3) five performance contracting projects, (4) the political implications of accountability, (5) the performance contracting industry, and (6) pitfalls and promises of the concepts. Appendixes provide descriptions of various contracts and current profiles of contracting corporations. (JF)

ED 054 529 EA 003 648

Wirt, Frederick M., Ed.

Future Directions in Community Power Research: A Colloquium.

California Univ., Berkeley. Inst. of Government Studies.

Pub Date 71

Note—219p.

Available from—Institute of Governmental Studies, University of California, Berkeley 94720 ($5.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—City Government, Community, Community Action, *Community Influence, *Community Leaders, Community Organizations, Computers, *Decision Making, Governmental Structure, Political Influences, Political Power, *Politics, *Power Structure, Research, Research Needs

This compilation of symposium papers on community power structure research focuses on the theme that community power structure research must shift away from case study methods and move toward aggregate data analysis. Advocating comparative analysis, seven authors present their views under the following topics: (1) Charles R. Adrian, "Several Loose Ends in Theory Building"; (2) Charles M. Bonjean, "Dimensions of Power Structure: Some Problems in Conceptualization and Measurement"; (3) Terry N. Clark, "Community Structure, Decisionmaking, Budget Expenditures, and Urban Renewal in 51 American Communities"; (4) Floyd Hunter, "The Application of Computers to Community Power Study"; (5) Harry M. Scoble, "Where the Pluralists Went Wrong"; (6) G. Ross Stephens, "The Power Grid of the Metropolis"; (7) John Walton, "Why Study Power Structures? A Critique and a Theoretical Proposal" and "An Exploratory Study of Decisionmaking and Development in a Mexican City". Discussion sessions are also included. (JF)

ED 054 530 EA 003 649

Gatewood, Thomas E. Walker, George H., Jr.

A Comparative Study of Middle Schools and Junior High Schools in the State of Michigan.

Pub Date Jun 71

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Problems, Cocurricular Activities, *Comparative Analysis, Core Courses, Elective Subjects, *Grade Organization, Grading, Guidance Counseling, *Junior High Schools, *Middle Schools, School Design, Special Services, Teacher Certification, Teaching Methods

Identifiers—Michigan

This study was made to (1) compare Michigan middle schools with junior high schools on the basis of selected ongoing programs and practices, and (2) determine if the two organizations differed in any way. Proportional stratified sampling provided a selection of 138 junior high schools that could be compared with the 138 middle schools in the State. A survey instrument mailed to principals of the participating schools provided the data for the study. Investigators found that (1) most of the organizational structures and instructional processes of both school types are similar to predecessor programs and instructional organizations for the middle years; (2) middle schools were primarily established to reduce overcrowded conditions in other schools, whereas the junior high school organization was to provide a program specifically designed for students in the age group served. (Author/MLF)

ED 054 531 24 EA 003 656

Thompson, Robert

Factors Resulting in Variations in Citizen Interest, Involvement, and Support of Their Local School Systems. Final Report.

Oregon Univ., Eugene.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-I-122

Pub Date Sep 70

Grant—OEG-9-9-470122-0025(057)

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, *Citizen Participation, Community Organizations, Economic Factors, Family Characteristics, Local Issues, *Participant Characteristics, *Political Attitudes, Racial Factors, Research Needs, *School Districts, Social Factors

This report examines the role of such variables as income, race, family structure, home ownership, and membership in organizations as factors influencing citizen involvement in various levels of government. Researchers attempted to discover whether participation in local schools per se presupposes an interest in and involvement with local government on the part of the population; the extent to which size and economic base of the community affects the nature or amount of interest by citizens in school affairs; and the extent to which race differentiates patterns of participation in schools and local government. Results of the research indicate little relationship between changes in the objective status of an individual in his community and his attitudes. The report concludes that there are two types of people, those who are active in public work continuously and those who become aroused over one single issue. A related document is EA 003 657. (JF)

ED 054 532 24 EA 003 657

Sternhell, Robert

Structural and Organizational Interaction of Educational and Community Leaders in a Small Community. Final Report.

Oregon Univ., Eugene.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-I-114

Pub Date Sep 70

Grant—OEG-9-9-470114-0005(057)

Note—112p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Administrative Personnel, *Behavioral Science Research, *Community Leaders, Community Support, Educational Innovation, Educational Research, *Interaction, *School Community Relationship

This study explores the hypotheses that as a consequence of an increase in extra-educational functions assumed by school districts, the interaction between educational and community leadership groups would increase and that community leaders would be more supportive of educational innovations. Researchers attempted to discover if community leaders would participate in educational decisions, if educational leaders would be identifiable in the community, and if members of the two leadership structures would interact in organizational settings. Results of the study revealed infrequent interaction between educational and community leaders in any setting, and, where there was interaction, no significant increase in community leader support for educational innovations. A related document is EA 003 656. (Author/JF)

ED 054 533 08 EA 003 658

Ayers, Lawrence W., Jr.

Coordination of Organic Curriculum Development in the Public Schools of Portland, Oregon. Final Report.

Portland Public Schools, Oreg.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0172

Pub Date May 71

Grant—OEG-O-8-080172-2669(085)

Note—163p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Behavioral Objectives, Coordination, *Curriculum Design, Curriculum Development, *Differentiated Staffs, Educational Change, Educational Innovation, Educational Objectives, *Individualized Instruction, Inservice Education, Program Administration, *School Organization, Secondary Education, *Student Centered Curriculum

Identifiers—Educational System Seventies, ES 70, Learning Packages, Portland, Oregon

This document describes the efforts of program administrators to implement an organic curriculum in the John Adams High School in Portland, Oregon. The chief program administrator coordinated efforts to develop individualized instructional materials, to revamp school organization, and to create a fully differentiated staff. Organic curriculum is a learner-rather than a teacher-centered course of study utilizing packages specifying behavioral objectives. (Appendixes present a variety of materials describing John Adams High School.) (RA)

ED 054 534 EA 003 664

Fincher, Cameron, Ed.

An Annotated Bibliography of Institutional Research, 1968-69.

Association for Institutional Research.

Pub Date 69

Note—35p.

Available from—Dr. Clifford T. Stewart, AIR, Office of Institutional Research, Claremont University Center, Claremont, California 91711 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *College Administration, College Admission, *College Curriculum, College Instruction, College Planning, College Students, Educational Environment, *Higher Education, *Institutional Research, Recruitment, Student Characteristics

This bibliography, the third in a series, is arranged according to the following categories: (1) goals and longrange planning; (2) administration and faculty; (3) curriculum and instruction; (4) space utilization and scheduling; (5) characteristics of entering students; (6) general student characteristics; (7) recruitment and admissions; (8) prediction and academic performance; (9) perception of the college environment; (10) retention, attrition, and transfer; and (11) miscellaneous. For the sake of brevity, no cross-references have been established for the entries. An author index indicates the number of entries submitted by each author. (Author/MLF)

ED 054 535 EA 003 665

Lonergan, Bobbie D.

Education Directory: Education Associations 1969-1970.

Office of Education (DHEW), Washington, D.C.

Report No—OE-10001-70

Pub Date Jan 70

Note—112p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.210:10001-70, $1.25)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Colleges, *Directories, *Education, *Honor Societies, Institutions, International Organizations, *Organizations (Groups), Professional Associations, Religious Education

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (Author/MLF)

ED 054 536 EA 003 666
Weiler, Daniel Guertin, Jeane
School-Community Relations and Educational Change. PREP-24.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PREP-24
Pub Date 70
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Problems, *Administrator Role, Case Studies, Community Attitudes, *Conflict Resolution, *Educational Change, Educational Planning, Group Behavior, Policy Formation, *School Community Relationship
Identifiers—*Putting Research into Educational Practice (PREP)
This report helps school administrators to analyze and plan policies and programs for establishing community relations. Topics discussed include the frequency and nature of confrontations and the need for discussions to ward off conflicts, the various community groups involved, the issues at stake, and the outcomes and their contributing factors. Seventeen case studies illustrate several modes of conflict resolution employed in a variety of interactions with diverse groups. Study questions at the end of each case study assist the administrator to analyze actual or potential conflict situations in preparation for dealing more effectively with such situations in his own school or district. (Author/MLF)

ED 054 537 24 EA 003 696
Greer, Colin
The Principal as Educator. A Report by the Program Reference Service.
Center for Urban Education, New York, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—PRS-008
Bureau No—BR-6-2868
Pub Date Nov 70
Contract—OEC-1-7-062868-3060
Note—32p.
Available from—Center for Urban Education, 105 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, *Administrator Role, *Disadvantaged Youth, *Elementary Schools, *Principals, *Reading Programs, School Environment, Student Teacher Relationship, Teacher Attitudes, Teaching Methods
Identifiers—Finley School, New York City
This booklet features the success of New York Public School 129 in conducting its reading program for disadvantaged students. The principal of this Harlem school emphasizes primarily her role as head teacher and assigns a secondary place to her executive functions. Rather than stress such current innovative practices as heterogeneous groupings, individualized instruction, and team teaching, she prefers to maintain a traditional setting with the added belief that love, as a prerequisite to learning, must be given more than lip service. At PS 129 the prevailing philosophy is that a public school should be a place where children can be happy and have fun, and where genuine concern for the children and their parents is paramount. (JF)

ED 054 538 24 EA 003 697
Urich, Ted
The Role of the School Principal in Collective Negotiations. Final Report.
Purdue Univ., Lafayette, Ind.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-E-100
Pub Date Aug 70
Grant—OEG-5-9-245100-0060
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Boards of Education, *Collective Negotiation, Educational Research, Elementary School Teachers, *Principals, *Public School Teachers, *Role Perception, Secondary School Teachers, *Superintendents, Teacher Administrator Relationship, Teacher Associations
Identifiers—Indiana, Michigan
This study measures the amount of agreement among rural, urban, and central city superintendents, principals, and teachers concerning the role of the principal in collective negotiations and the scope and structure of the negotiation process. Analysis of data obtained from Indiana and Michigan respondents revealed that administrators desire to limit teacher organization involvement in the collective negotiation process and see the principal's role as that of board of education representative. Secondary school teachers believe in strong teacher association involvement in collective negotiations and reject the notion that the principal should be spokesman for the teacher organization as well as for the board. Elementary school teachers reject teacher organization militancy, consider the principal to be a member of the teacher organization, and look to him for leadership. Results indicate that principals must formulate a role for themselves at the collective negotiations table or be left out. (Author/JF)

ED 054 539 24 EA 003 698
Forsythe, Ralph A. Crawford, Thomas S.
The Development of a Model Exemplifying Business Services Objectives and Their Performance Indicators in Educational Program Budgeting. Final Report.
Denver Univ., Colo.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-O-H-026
Pub Date Jul 71
Grant—OEG-8-70-0008(509)
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Budgeting, Business, Educational Objectives, Educational Planning, Financial Services, Food Service, Maintenance, Models, *Performance Criteria, Performance Specifications, *Program Budgeting, Resource Allocations, *School Accounting, School Districts, *Systems Approach, Systems Concepts, Transportation
This study developed (1) exemplary behavioral objectives and performance indicators for the business component of a school district and (2) a model to aid practitioners in stating the behavioral objectives and performance indicators of a school district's business function. A jury, whose members had a working knowledge of PPBS, school business services, and behavioral objectives, validated a total of 42 objectives states in behavioral terms, together with appropriate performance indicators. Divided into (1) business services, (2) buildings and grounds, (3) financial services, (4) transportation, and (5) food services, these objectives represent the desired conditions of the business services function of a school district. (RA)

ED 054 540 24 EA 003 700
Bartlett, Guilford, H., Jr.
Analysis of the Introduction and Implementation of Curriculum Innovations. Final Report.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-B-117
Pub Date Jul 71
Grant—OEG-2-70-00005(509)
Note—250p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adoption (Ideas), *Curriculum Development, Diffusion, *Educational Research, *Elementary School Science, *Group Dynamics, *Innovation, Inservice Programs, Inservice Teacher Education, Instructional Innovation, Science Curriculum, Small Group Instruction, Teacher Behavior, Teacher Education, Teaching Techniques
This document presents the case study of a training program for elementary science teachers to determine if certain teacher training techniques would influence the onset and the quality of the implementation, and ensure the survival over time of an elementary science curriculum innovation. Teachers instructed in the curriculum innovation were divided into four skills groups: (1) group support and collaboration; (2) group support and no collaboration; (3) isolate with collaboration; and (4) isolate with no collaboration. The major hypothesis predicted that the amount of innovation implementation would vary from a high degree of accomplishment by those teachers in the first group to a low degree of implementation by teachers in the fourth group. Study results revealed significant differences among the groups but not in the direction predicted. Several suggestions for redesigning the study to provide a clearer test of the hypothesis conclude the document. Appendixes present materials related to both the curriculum innovation and teacher training techniques. (RA)

ED 054 541 32 EA 003 726
Annual Evaluation Report: Title I, Elementary and Secondary Education Act of 1965, Fiscal Year 1970.
Virginia State Dept. of Education, Richmond.
Pub Date 70
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Virginia
This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Virginia State Department of Education, onsite visitations by Title I staff, and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Illustrations and Parts A and B may reproduce poorly.) (EA)

ED 054 542 EA 003 730
Bates, R. C.
"Cooperative Research: The Curse or the Cure?"
Pub Date Jul 71
Note—11p.; Speech Given at Central School Boards Committee for Educational Research Annual Summer Work Conference.(20th, Syracuse, New York, July 29-31, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Board Administrator Relationship, Boards of Education, *Collective Negotiation, *Communication Problems, *Educational Finance, Educational Innovation, *Educational Research, Instructional Improvement, Policy Formation, Public Education, Speeches
Identifiers—Cooperative Research, New York State
This address reviews the current status of the Central School Boards Committee for Educational Research (CSS) as seen by administrators and board members of central school districts. Two areas of concern involve (1) a breakdown of communications between this organization and school districts because of the substantial personnel turnover in the districts, and (2) some issues that confront administrators and board members such as the need for updating instruction, a preoccupation with professional negotiations, a need to clarify and strengthen board-administrator relationships, and the continuing problem of school finance. District support of the statewide committee and utilization of its major research

projects are suggested as two possible solutions to these problems. (Author/MLF)

ED 054 543 EA 003 731
Friesen, D., Ed. Bumbarger, C. S., Ed.
School System Personnel: Administrative Practices and Problems. Regional Invitational Annual Conference for School Administrators (13th, Banff, Alberta, April 25-27, 1971).
Alberta Univ., Edmonton. Dept. of Educational Administration.
Pub Date Apr 71
Note—89p.
Available from—Department of Educational Administration, The University of Alberta, Edmonton 7, Alberta (Canada) ($2.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, Conferences, *Cost Effectiveness, Employment Qualifications, *Personnel Evaluation, Personnel Needs, *Personnel Policy, *Professional Recognition, *School Personnel, Task Performance, Teacher Employment, Teacher Qualifications
This report contains the proceedings of the conference, which focused on current thinking in personnel practices and some related problems. Four authors discuss the subject from different perspectives. Fred Enns outlines the state of affairs in personnel administration, identifies the primary functions of supervision, and provides data to indicate how changing conditions in schools and society affect these functions. E.W. Ratsoy approaches the theme of teacher professionalism with the suggestion that educators have been too pessimistic in their views of professionalization, but adds that greater teacher participation in decisionmaking and more opportunities for individuality in teaching are promising developments in the move toward educational professionalism. Peter J. Atherton deals with personnel costs and offers two alternatives to current practices: a new salary grid and a new form of staff reorganization. D. A. MacKay explores personnel evaluation in the light of new educational developments and proposes an evaluation model based on recently developed concepts. A related document is ED 044 793. (Author/MLF)

ED 054 544 EA 003 735
Job Descriptions: How To Write Them - How To Use Them.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 66
Note—88p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006. ($4.95, quantity discounts)
Document Not Available from EDRS.
Descriptors—Board of Education Policy, *Employment Qualifications, *Guidelines, Job Analysis, *Occupational Information, Paraprofessional School Personnel, Principals, *School Personnel, School Secretaries, School Superintendents, Task Performance, Teachers
Identifiers—*Central Office Personnel
This document provides guidelines for preparing job descriptions and specifications in educational institutions. Various terms are defined, conditions that precede the compilation of job descriptions for school district personnel are discussed, and suggestions regarding the description formats are offered. The remainder of the document consists of sample job descriptions provided by various school districts. Position descriptions are listed for (1) central office personnel (assistant superintendents, secretaries, coordinators, and administrative assistants; (2) school personnel other than classroom teachers (principals, assistant principals, clerical workers, librarians, guidance personnel, and department heads); and (3) classroom teachers. (MLF)

ED 054 545 EA 003 736
A Creative Approach to Special Staffing Problems: Staffing for Better Schools Under Title I.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 70
Note—63p.
Available from—Administrative Leadership Service, Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006. ($4.95, quantity discount)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Case Studies (Education), Child Care Workers, *Community Involvement, Creativity, *Cross Age Teaching, Economically Disadvantaged, Educational Disadvantagement, Educational Improvement, *Educationally Disadvantaged, Home Visits, *Staff Improvement, *Teacher Aides, Teacher Education, Teacher Improvement, Teacher Supply and Demand, Tutoring, Volunteers
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I
This document provides case histories that illustrate school district acccomplishments in utilizing Title I funds for improving the educational quality of economically and educationally disadvantaged children. The focus is on staff quality and utilization, and the case histories provide a source of ideas for local school districts who wish to inaugurate projects in their own systems to improve the quality of their teaching staffs. Ideas are presented for recruiting, training, and utilizing teaching aides -- either paid or volunteer -- to extend the arms of the professional teaching staff and to develop new methods of productive ties with the community. In addition, more effective teacher training programs are described, and the success of child-to-child tutoring is documented. (Author/MLF)

ED 054 546 24 EA 003 739
Leonard, B. Charles Gies, Frederick John
Value Homogeneity in Open and Closed Organizational Climates. Final Report.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-F-013
Pub Date May 71
Grant—OEG-6-70-0016(509)
Note—181p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Disadvantaged Schools, *Educational Administration, Elementary Schools, *Organizational Climate, Principals, Role Perception, *Social Values, *Teacher Attitudes, Urban Schools, Values
Identifiers—Kansas City, Missouri, Organizational Climate Description Questionnaire, Values Concerning Disadvantaged Pupil Questionaire
This study gathered data to discover (1) if urban elementary school teachers in varying organizational climates held different values concerning disadvantaged students, and (2) if, in differing organizational climates, there were significant differences between teachers' and principles' values concerning disadvantaged students. Data from 16 Kansas City, Missouri, inner-city elementary schools revealed no significant differences in values among teachers nor between teachers and principals in varying organizational climates. Comparisons between the schools having the most open and the most closed organizational climates showed significant differences among teachers' values concerning disadvantaged students, but no differences between principals' and teachers' values. (RA)

ED 054 547 EA 003 750
Johns, Thomas L., Comp.
Public School Finance Programs, 1968-69 (States and Outlying Areas).
Office of Education (DHEW), Washington, D.C.
Report No—OE-22002-69
Pub Date 69
Note—597p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS-5.222:22002-69, $3.00)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Adult Education, Capital Outlay (for Fixed Assets), *Educational Finance, *Elementary Education, Junior Colleges, *Public Schools, School District Spending, School Support, School Taxes, *Secondary Education, *State Aid, State School District Relationship, Teacher Retirement
This publication describes State funds transmitted to local agencies for the support of elementary and secondary education. Each distribution identified as a separate fund by the State is described in terms of (1) title, (2) legal citation, (3) appropriation for the school year or estimate, (4) percentage of total State funds transmitted, (5) expenditure restrictions, (6) calculation of district allowance, (7) State and local shares of the allowance, (8) district requirements for participation, (9) extent of participation, and (10) distribution schedule. In addition, provisions for school revenue raising and indebtedness at the local level and State budget and audit requirements for school districts are reported. Although technical in nature and intended primarily for persons familiar with the field of school finance, the publication can also be used by lay persons to gain a general understanding of the mechanics of State school finance programs. (Author/MLF)

ED 054 548 EA 003 767
Barr, Richard H. King, Irene A.
Bond Sales for Public School Purposes. 1969-70. Elementary and Secondary Education.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-22009-70
Pub Date 71
Note—28p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Catalog No. HE 5.222:22009-70, $.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bond Issues, Educational Finance, *Elections, Elementary Schools, *Public Schools, Public Support, *School Construction, *School Statistics, Secondary Schools, Statistical Surveys
This report (1) provides information about the sale of bonds for financing the construction of elementary and secondary school facilities during the 1970 fiscal year; (2) describes the characteristics of public elementary and secondary school primary market bond sales; and (3) provides specific information regarding bond elections for public school purposes, new bond sales, amount of sales, and average net interest cost, with rating and term data as they relate to interest cost. Data were selected from the reports of sales and elections published in the Daily Bond Byer. (Author/JF)

ED 054 549 24 EA 003 833
Hughes, Warren A.
Statistics of Local Public School Systems, Fall 1969: Pupils and Staff.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-Pub-No-OE-72-14; OE-20112-69
Pub Date 71
Note—163p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Catalog No. HE-5.220:20112-69, $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Elementary Education, National Surveys, *Public School Systems, *School Demography, *School Personnel, *School Statistics, Secondary Education, Student Enrollment, *Students, Student Teacher Ratio, Tables (Data), Teachers
This report compiles basic data on students and educational personnel from a sample of operating local public school systems in the United States. The publication provides pertinent facts to Congress, the Commissioner of Education, Federal agencies, and other educational planners to assist them in making decisions on current educational issues. The data are presented in tables showing national enrollment estimates; quantitative pupil and staff data for the individual school systems included in the survey are also provided. The survey was designed to include all school systems with enrollments of 10,000 or more and a stratified (by enrollment size) sample of systems with fewer than 10,000 pupils. (Author)

EC

ED 054 550 EC 033 026
McGee, Jerry And Others
Showing Progress: A Systematic Evaluation of Oregon's Program for the Trainable Retarded.
Oregon State System of Higher Education, Monmouth.
Pub Date 71
Note—55p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Research, *Language Development, Mentally Handicapped, *Motor Development, *Program Evaluation, Self Care Skills, *Trainable Mentally Handicapped
Identifiers—Oregon

An evaluation was conducted on the effectiveness of classroom services authorized by 1969 Oregon legislation and provided to trainable mentally retarded (TMR) children between 4 and 21 years of age. During the 1969-70 school year, services were provided to 483 TMR children in 15 different projects administered by the Mental Health Division and 14 agencies contracted by the Division. Change evidenced by TMR students in the areas of self help skills, language development, and motor development was measured by Gunzberg's Progress Assessment Chart, Parsons Language Sample, and Teaching Research Motor Development Scale, respectively. Scales were used to evaluate students (368 were both pre- and posttested) in all 15 projects in October 1969 and again in April 1970. Thirty-five tables and graphs report the t-test values obtained for the TMR population in each of the three measures and in each of the subtests of each measure, t-test values determined by school for each measure and subtest, and t-test values by age level for each measure and subtest. Based upon comparison of pre- and posttest scores, it was concluded that TMR children along the entire age span of 4 to 21 years could and did learn from well organized, structured programs, in spite of the variables unique to each program. (KW)

ED 054 551 EC 033 171
Westhead, E. C. And Others
Learning Disabilities - Emotionally Disturbed: A Survey of Learning Disabilities, Public School Program in Virginia - Comparison of Program for Emotionally Disturbed.
Virginia State Dept. of Education, Richmond.
Pub Date 71
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Policy, Demography, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Research, Identification, *Learning Disabilities, State Surveys, Statistical Data, Student Placement, Teacher Role
Identifiers—*Virginia

A survey was conducted of Virginia public school programs during 1970-71 for children with either learning disabilities (LD) or emotional disturbances (ED). Six survey questions covered demographic information, nature of children served, actual function of teachers' roles, referral and placement procedures, and administrative planning and operation of programs. Responses were received from 70% of identified LD teachers, 53% of identified persons in ED services, 61% of principals in LD, and 50% of principals in ED. It was found that of the Commonwealth's 134 school divisions, nine have LD programs and 13 have ED programs. It was also found that divisions offering services to both LD and ED children were not similar in local financial support, size, or geography. Twenty-four tables and graphs presented data indicating on the whole, little evidence of state recruitment and training of qualified personnel, no systematic means of identifying LDs and EDs, teacher roles more restricted than state definitions, no systematic referral and placement procedures, and little administrative planning and program operation in the special education field under survey. (CB)

ED 054 552 24 EC 033 172
Raskin, Larry M.
Long-Term Perceptual Memory in Educable and Trainable Retardates and Children with Learning Disabilities. Final Report.
Purdue Univ., Lafayette, Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-E-174
Pub Date Jun 70
Grant—OEG-5-9-245174-0024(010)
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educable Mentally Handicapped, *Exceptional Child Research, *Learning Disabilities, *Memory, *Mentally Handicapped, Trainable Mentally Handicapped, *Visual Perception

Three short studies were conducted on long-term effects of visual perception training on perceptual memory, involving the visual illusion of apparent movement, in educable and trainable mentally retarded children (EMR and TMR) and in learning disabled children (LD). Variables were lengths of training session and retention interval. Tables presented information on subjects and experimental conditions for the three studies, number of children reporting arrow-to-square movement in training session, and number of children reporting movement in arrow-to-arrow series in test session. Test results of the first study of 36 EMRs and 24 normal children indicated that EMRs must receive more perceptual training experience than normal children of the same mental age to establish enduring perceptual memory. Results of the second study with 80 LDs suggested that LDs showed a deficit in long-term perceptual memory similar to that found for EMR and TMR populations, indicating a possible common learning problem, independent of intellectual functioning level. Test results of the third study with 24 TMRs indicated a trend toward reduction in effects of dissimilar-form training over 24 hours. (CB)

ED 054 553 24 EC 033 173
Jones, Elvis C.
The Feasibility of Training Mental Retardates to Use Available Channel Capacity More Economically. Final Report.
Frostburg State Coll., Md.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-O-C-029
Pub Date Aug 71
Grant—OEG-3-70-0035(509)
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Concept Formation, *Conceptual Schemes, *Educable Mentally Handicapped, *Exceptional Child Research, *Learning Processes, Mentally Handicapped, *Patterned Responses

A pilot study and two formal studies were conducted with educable mentally handicapped (EMR) children to develop materials and procedures suitable for studying schema learning in EMRs and to demonstrate schema learning in EMRs in the absence of external guidance. The pilot and formal study I were conducted to develop suitable populations of stimuli conducive to minimal performance, allowing improvement room without arousing frustration. The Ss reproduced checkerboard patterns having 16, 20, 25, 30, and 36 cells, respectively. It was found that Ss performed above chance on matrices with 36 cells, cell number retained by Ss was not significantly affected by total number of cells within patterns, and visual channel capacity might be related to verbal components of intelligence. Formal study II was conducted to determine if EMRs were capable of schema concept learning using stimuli patterns from both pilot and first formal study. One group reproduced schema patterned checkerboards, while another group reproduced nonschematic patterns. Results indicated that EMRs were capable of schema concept learning without either prototype exposure or external feedback. (CB)

ED 054 554 EC 033 174
Summary of Selected Characteristics of Hearing Impaired Students, United States: 1969-70.
Gallaudet Coll., Washington, D.C. Office of Demographic Studies.
Pub Date Jun 71
Note—42p.
Available from—Gallaudet College Book Store, Washington, D.C. 20002 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, Demography, *Educational Programs, *Enrollment Trends, *Exceptional Child Research, *Incidence, National Surveys, Statistical Data

A survey of hearing imparied children and youth in the United States for the school year 1969-70 was conducted. One dimensional summaries of selected characteristics for 32,285 students enrolled in participating special education programs for the hearing impaired were presented. Discussion of data highlights was followed by detailed tables that describe the following variables: number and percentage distribution of students enrolled in participating special educational programs for the hearing impaired by states, age, hearing threshold levels, age at onset of hearing loss, age hearing loss discovered, history of parental deafness before age six, hearing aid use, and age started formal education prior to age six; and among students enrolled in participating special educational programs for the hearing impaired, the number and rate per 1,000 students of additional handicapping conditions and probable causes of hearing loss. Appended are a description at the annual survey, basic data and preschool data forms used, and a list of programs participating in the annual survey. (CB)

ED 054 555 EC 033 175
Walden, S. Bernie And Others
Special Service Personnel: A Source of Help for the Teacher.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.
Pub Date Oct 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, Counselors, *Exceptional Child Services, Health Personnel, Instructional Staff, *Professional Personnel, *Public Schools, Resource Teachers, School Psychologists, Student Personnel Services
Identifiers—*Iowa

Examined are the roles of special service personnel (SSP) who provide support services for Iowa public school teachers by three methods: helping a specific child, helping develop instructional program content, and helping develop new instructional skills. The 13 SSPs include counselor, director of special education, educational consultant, hearing clinician, itinerant/resource teacher, principal, regional education media center, school psychologist, school nurse, school social worker, speech clinician, vocational rehabilitation counselor, and work-experience coordinator. SSPs are available at three organizational levels in Iowa: local school system, county or merged county school system, and area served by regional educational materials center. A brief explanation of teacher preparation for using SSP includes gathering materials on learning problems, gathering information on behavior problems, and use of SSP in content areas or development of teacher skills. The latter half of the work is devoted to an overview of each of the 13 SSPs, with discussion focus on their basic functions and contributions to child, teacher, and total educational program. Concluding the work is a short discussion on evaluating results of SSP services. (CB)

ED 054 556 EC 033 176
Williams, Eddie H., Ed. And Others
Ninth Annual Distinguished Lecture Series in Special Education and Rehabilitation. Summer Session, 1970.
University of Southern California, Los Angeles. School of Education.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 70
Note—113p.
Available from—University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)
Document Not Available from EDRS.
Descriptors—Counseling, Educational Programs, Etiology, *Exceptional Child Education, *Handicapped Children, *Historical Reviews, Medical Treatment, *Rehabilitation, Teaching Methods

Six papers on special education and rehabilitation are presented. In discussing games people play with programs for the educable mentally handicapped, C. E. Meyers focuses on problems of appropriate reconceptualizing programs for slow learners, resulting from court orders to cease and desist certain practices. Harry A. Grace examines management strategy and rehabilitation organization on the premise that the primary goal of rehabilitation is preparation of persons for participation in economic life. Bernard Rimland then explores future trends in treatment of mentally ill children from the vantage point that Freud's theories are outmoded and that most learning and behavior disorders result from physiological impairments. In his short presentation on team learning, Robert B. MacIntyre advocates use of special education stu-

dents as tutors of both their peers and of exceptional children. Charles B. Truax discusses empathy, nonpossessive warmeth, and genuineness as effective in counseling and psychotherapy. In conclusion, Oliver P. Kolstoe reviews historical definitions of mental retardation and advocates a definition based on intellectual arrest, not equivalent to IQ scores, at some level below Piaget's level of formal thought. (CB)

ED 054 557 EC 033 177

Gillet, Pamela Eash, Maurice

Northwest Educational Cooperative Teacher Training Program. Final Report.

Northwest Educational Cooperative, Arlington Heights, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Jun 71

Note—243p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Cooperative Programs, Demonstration Projects, *Exceptional Child Education, Graduate Study, *Learning Disabilities, *Socially Maladjusted, *Special Education Teachers, Student Teaching, *Teacher Education

Identifiers—Illinois

Reported upon is the year-long Northwest Educational Cooperative Teacher Training Program in Arlington Heights, Illinois, in which public schools, the educational cooperative (a consortium of 10 school districts), and colleges and universities cooperatively executed an experimental program to train teachers for children with learning disabilities and/or behavioral disorders. Twenty-four individuals with bachelors degrees but no special education training were selected as interns. Professional training was provided through college courses, intensive supervised clinical experiences, staff consultations, seminars, and inservice training. During the first semester, mornings were devoted to clinical experiences in public school classrooms and afternoons to college content classes. For the second semester, interns were placed in regular teaching assignments, supervised by project staff and building supervisors. Interns rated accompanying inservice programs highly on the criterion of relevancy and interest. All interns earned 24 graduate credit hours, completed the program, and were employed for the following year, though only six will work directly in special education programs. Extensive monitoring and evaluative data gathered is presented. (KW)

ED 054 558 EC 033 178

Coleman, Thomas W., Jr. Hyman, Milton

A Preliminary Study/Survey for Demonstration Community Housing Programs for the Adult Mentally Retarded, Physically Handicapped and Mentally Ill.

Wayne State Univ., Detroit. Dept. of Special Education and Vocational Rehabilitation.

Spons Agency—Michigan State Dept. of Social Services, Lansing.

Pub Date 71

Note—173p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adults, Building Design, *Handicapped, *Housing, *Housing Needs, Legislation, Literature Reviews, Public Facilities, *Public Housing, *Residential Programs, Surveys

Identifiers—Michigan

A study was conducted for the Michigan State Housing Development Authority to gather background data necessary to initiate prototype community housing for mentally and physically handicapped independent adults. In an extensive survey and analysis of the literature and existing facilities, the problem of mental retardation, including legislation supporting construction of residences for the retarded, attitudes toward residential care, and types of residential facilities, was covered first. Second, the problem of the physically handicapped was reviewed, including architectural and transportation barriers, residential and supporting service needs, and a brief description of some housing programs. Status of residential programs for the mentally ill was also studied. Need for community housing was defined and documented, criteria describing the target population identified, pertinent socio-economic and geographic factors analyzed, similar programs and facilities identified and evaluated, and fundamentals involved in designing a housing project and services described. It was concluded that support for such programs exists among parents, the handicapped, and citizens, but that existing programs are often isolated and inadequate. Twenty-four recommendations concerning public housing for the adult handicapped are made. (KW)

ED 054 559 EC 033 179

Rotter, Paul

A Parent's Program in a School for the Deaf.

Pub Date 69

Note—114p.

Available from—Alexander Graham Bell Association for the Deaf, Inc., 1537 35th Street, N.W., Washington, D.C. 20007 ($4.25)

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, *Exceptional Child Education, *Parent Associations, Parent Education, *Parent Role, Parent School Relationship, School Role

The monograph is aimed at helping groups of parents associated with schools or classes for deaf children who form associations with a view toward improving both existing programs and their own efforts at raising a deaf child. Presented first is a broad view, based on a survey of related literature within the last decade, of parents' programs. Discussed are the importance of involving parents in the educational process, means of establishing school-home communication, the nature of parents' programs and the role of parents and school in them, a mental health approach for professionals to take in attempting to meet parents' needs, a survey of types of parents' activities, and the origin of parent education in U.S. schools. Following this general presentation, the parents' program of the Lexington School for the Deaf in New York City is detailed. Covered are inception, the school's view, scope of program, parents' role, organization of parents' association, officers' duties, and committee activities. Listed are sources to consult for help in strengthening parents' programs. Meeting schedules and other information on the Lexington parents' program are appended. (KW)

ED 054 560 EC 033 192

Anderson, Jean L., Ed.

Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970).

Indiana Univ., Bloomington. Speech and Hearing Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 70

Note—169p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Aurally Handicapped, Conference Reports, *Exceptional Child Education, Leadership Training, Professional Education, *Professional Personnel, *Speech Handicapped, *Supervisors

Presented are selected proceedings from the Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970), attended by state and local school supervisors of speech, language and hearing programs and by university personnel with a special interest in supervision. Purpose of the conference was to emphasize the need for supervision of such programs, to examine the role and responsibilities of supervisory personnel in the schools, and to consider the kind of training which might best prepare them for such a role. Papers discuss the role of the clinician in exploiting the potential of public school therapy, leadership behavior and group effectiveness, procedures for counting and charting a target phoneme, the clinical process and qualities which characterize a good clinician, human relationships in supervision, federal support for speech and hearing, and program planning and evaluation to achieve accountability. Also included are the text of a panel discussion on the training of supervisors and consensus statements resulting from small group discussions on five topics related to rationale for, role, and characteristics of the supervisor. (KW)

ED 054 561 EC 033 193

Walden, S. Bernie And Others

The Trainable Child: Preparation for Life.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jun 71

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Class Activities, *Curriculum, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, *Parent Role, Teaching Guides, *Trainable Mentally Handicapped

Designed to be used in an inservice training program for teachers of trainable mentally retarded children, the manual begins with a discussion of the home as a resource and of ways in which parents, as part of a Teacher-Parent Team, can contribute to the learning of their children. In the major section of the manual, the statement of curriculum goals in the areas of social-emotional, academic, vocational, and enrichment objectives is accompanied by activities which can be used in the classroom to accomplish the objectives and activities which the teacher can suggest that parents use as home reinforcement. Suggestions for classroom planning and management are given. Appended is a chart of selected instructional materials for use with TMRs which indicates for each item whether it is self-instructing, self-correcting, multi-purpose, and reusable. A list of sources for these and other instructional materials follows. (KW)

ED 054 562 EC 033 194

Decker, Harold A.

A System for Planning and Achieving Comprehensive Health Care in Residential Institutions for the Mentally Retarded.

Michigan Univ., Ann Arbor. School of Public Health.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 70

Note—98p.

Available from—Department of Pediatrics, University of Arkansas Medical Center, 4301 West Markham Street, Little Rock, Arkansas 72201

Document Not Available from EDRS.

Descriptors—*Health Services, Institutional Administration, *Institutionalized (Persons), *Medical Evaluation, *Mentally Handicapped, Physicians, Program Design, *Residential Care

Based on a view of health care intertwining medicine intimately with other components of institutional care, the monograph presents a system of concepts and operating techniques for providing comprehensive health care to institutionalized retardates. Background of the system is explained in terms of its research basis (two studies by the author of health care in institutions for the retarded) and basic principles underlying health care and habilitation programs. Then a set of document forms and procedures are presented to enable the institutional primary-care physicians and other involved professionals plan and carry out complete health and habilitative care for residents. Dealt with are collection of relevant information, and evaluation of the resident's clinical status, and the multidisciplinary resident-care-planning conference, which uses data on health status in preparing a personalized schedule of health and habilitation services to each resident. The discussion of administrative problems of putting the written plan into execution covers a data system to help monitor and supervise implementation of care plans, development of needed services, and the concept of the Service Coordinator responsible for logistic management and coordination of comprehensive service. (KW)

ED 054 563 EC 033 196

Hawaii State Plan - Facilities for the Mentally Retarded.

Hawaii State Dept. of Health, Honolulu. Hospital and Medical Facilities Branch.

Pub Date Oct 70

Note—138p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Facilities, *Exceptional Child Services, *Facilities, *Mentally Handicapped, Program Planning, *State Programs, State Surveys

Identifiers—*Hawaii

Prepared annually, the Hawaii State Plan is a public document for guiding the development of services and facilities for the mentally retarded. Using quantitative and narrative information it describes present services, presents a program for development of facilities to meet needs, and serves as the basis for allocation of funds under P. L. 88-164. Chapter 1 covers purpose, authority, organization of Health Department, the State

Advisory Council, and goals of the plan. Demographic, geographic, and political characteristics of Hawaii are summarized in Chapter 2. Discussed next are public interest in mental retardation, the planning concept, factors influencing planning, characteristics of the retarded, scope of the problem, range of services, and relationship to other planning efforts. Chapter 4 states planning considerations unique to Hawaii, delineates planning areas, and examines percentage of retarded and special education classes and generic services provided. Chapter 5 contains an inventory and analysis of existing facilities and services and a review of programed facilities and priorities. Information on methods of administration, revised laws of Hawaii, and several special projects is appended. (KW)

ED 054 564 EC 033 197

Kliman, Gilbert Stein, Myron

An Application of Child Analysis: The Cornerstone Project.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date [71]

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, *Emotionally Disturbed, *Exceptional Child Services, *Preschool Children, Program Descriptions, Psychiatric Services, Psychiatry, *Psychotherapy

The paper deals with the Cornerstone Project, in which a child analyst works with psychiatrically ill preschool children within a nursery classroom group setting. An analytically trained psychotherapist works 1 1/2 hours per day with up to seven children in the classroom, with the help of nursery school teachers. There is regular contact with parents. How the Project's application of psychoanalytic techniques in an educational setting with each child resembles and differs from regular child analysis and psychotherapy is considered. The established value of nursery classrooms as a natural setting for clinical observation and diagnostic evaluation and the psychoanalytic model (features of the practice of child analysis) are reviewed. The Cornerstone model is discussed and some illustrative moments from the classroom showing the therapist at work are presented. An extensive case study is then used to show details of a treatment and to illustrate specially developed criteria for the psychoanalytic process. Cited are useful intense transference reactions and social, intellectual and educational gains as well as symptomatic improvement occurring in the Project, and the clinical efficacy of the method. (KW)

ED 054 565 EC 033 198

Programmed Learning for the Deaf Student. Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March 22-24, 1971).

Midwest Regional Media Center for the Deaf, Lincoln, Nebr.; New Mexico State Univ., Las Cruces. Southwest Regional Media Center for the Deaf.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—263p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Aurally Handicapped, *Computer Assisted Instruction, Conference Reports, Educational Technology, *Exceptional Child Education, *Programed Instruction, Teaching Machines

The document consists of keynote speeches and discussion papers from the 1971 Symposium on Research and Utilization of Educational Media for Teaching the Deaf, which had as its general theme programed instruction (PI) for the deaf. The 14 papers cover the impact of PI at the Southwest Regional Media Center for the Deaf, evaluation of PI materials, the role of computer assisted instruction at the National Technical Institute for the Deaf, the relationship of economic factors to education and employment of the deaf, modification of automated instruction to financially allow its adoption, and PI in the curriculum at the Oregon State School for the Deaf in Salem, the Southwest School for the deaf (Lawndale, California), and Callier Hearing and Speech Center in Dallas. Also discussed are new directions and a new affective dimension in PI, methods for teaching communication skills, PI for young deaf children, research with the strands program in elementary mathematics in a computer-based laboratory for learning at Stanford, a graduate course in educational technology, and a PI course in electronics assembly. A discussion summary and the symposium program are included. (KW)

ED 054 566 EC 033 215

Buckholdt, David And Others

Effect of Contingent Reinforcement on Reading Performance with Primary Special Education Children.

Pub Date 71

Note—20p.; Paper presented at the American Educational Research Association Convention (New York, New York, February, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Positive Reinforcement, Reading Difficulty, *Reading Speed, *Slow Learners

A positive reinforcement system was designed to see if reinforcement procedures, proven effective in modifying a wide range of disruptive classroom behaviors, would be effective for children who are not particularly disruptive but who work so slowly and ponderously that they fail to make satisfactory academic progress. Subjects were five such slow learners, ages 7-9 years, who, because of measured IQs of 65-80, were in a special remedial class. Reading, using the Sullivan Programed Reading Series, was selected as the remedial experimental task. An ABAB reversal design was used to test effectiveness of reinforcement system in accelerating rate of working in the readers, defined as number of correct responses per day. In A or baseline conditions, students worked on programed reading frames without extrinsic reinforcement, while in B conditions individual reinforcement contingencies were set (points exchangeable for store items). It was found that number of correct responses per daily 20-minute period was accelerated over baseline while accuracy remained high in condition B. When performance contingencies were withdrawn, performance deteriorated, but recovered when contingencies were reinstated. (KW)

ED 054 567 EC 033 216

Spidal, David A.

Considerations in the Evaluation of Language for Inclusion in a Programmed Language System for the Deaf.

New Mexico State Univ., Las Cruces.

Pub Date Jul 71

Note—15p.; Paper presented to the Summer Institute on Programed Instruction (Las Cruces, New Mexico, July 8, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aurally Handicapped, *Exceptional Child Education, Language Arts, Language Development, *Language Instruction, *Programed Instruction, *Sentence Structure, Vocabulary

Identifiers—Project LIFE

The paper examines aspects of language (morphology, syntax, and semology) as they relate to effective instruction in the area of language with deaf students. Pointed out are language factors to keep in mind when preparing instructional materials for the deaf, such as words with more than one meaning and other problems affecting comprehension of a sentence. Explained is the language grid developed by Project LIFE to be used in identifying levels of linguistic competency as used with certain vocabulary, to assist the teacher in preparing language materials to supplement those developed by Project LIFE and in evaluating materials for utilization in the reading and language program. The language grid helps the teacher identify linguistic structures which the student understands. The structural matrix plus the listed vocabulary and concept usage listing provides the teacher with tools to evaluate the reading and language operational level of the student. The grid represents the sequential development of language principles and sentence patterns in the first eight units of the LIFE programed language filmstrips. (KW)

ED 054 568 EC 033 217

Graebner, Oliver E. And Others

Promoting Intensive Socialization of Mildly Retarded Within an Institution.

Austin State School, Tex.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 70

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, *Educable Mentally Handicapped, *Institutionalized (Persons), Mentally Handicapped, Research Projects, *Residential Programs, Social Development, *Socialization

Eight papers report on the project at Austin State School, funded by a Hospital Improvement (HIP) grant, which used a multidisciplinary team to implement socialization programs for institutionalized mildly retarded persons exhibiting socially inept behavior. Two papers consider social rehabilitation and the task of trying to move residents out into community life. The third paper tells how dormitory attendants can serve as teachers rather than just keepers. The fourth and fifth papers report on a training and education program for a group of emotionally disturbed girls, applying a behavior modification model. A half-way house program for stable working older women residents on the State School grounds is described in the sixth paper. The last two papers deal with outreach services to bring former residents and families back together again as part of a therapeutic and rehabilitative program, and with social work graduate training within the HIP project respectively. A threefold increase in rate of discharges (residents able to successfully make their way in regular society) over a previous similar period of time is cited as evidence of HIP project success. (Author/KW)

ED 054 569 EC 033 218

Mosher, Loren R. Feinsilver, David

Special Report: Schizophrenia.

National Inst. of Mental Health, Rockville, Md. Center for Studies of Schizophrenia.

Pub Date 71

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.40)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biological Influences, Etiology, *Psychopathology, Psychotherapy, *Research Reviews (Publications), *Schizophrenia

Identifiers—National Institute of Mental Health

The review and analysis of the current status of knowledge about schizophrenia and its treatment begins with a brief review of some statistics on mental health, the National Institute of Mental Health's grants program in schizophrenia, an NIMH-sponsored international conference on Schizophrenia - the Implications of Research Findings for Treatment and Training, and the Center for Studies of Schizophrenia. A synthesis of recent and current research in schizophrenia covers the following topics: diagnosis, description, and psychological functions; genetics; biology; studies of populations at high risk; family interaction and processes; childhood schizophrenia and autism; and treatment. Problems of two types facing schizophrenia are noted - attitudinal barriers and issues of scientific fact. Six of the most pressing unresolved or controversial scientific questions are detailed. References for each topic discussed are listed. (KW)

ED 054 570 EC 033 219

Handbook on Special Education.

Protestant School Board of Greater Montreal (Ontario).

Pub Date 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Facilities, *Exceptional Child Education, Foreign Countries, *Handicapped Children, *School Services, *Special Classes, Student Personnel Services, Student Placement

Identifiers—*Canada

The handbook is a description of pupil personnel services available in the schools under the jurisdiction of the Protestant School Board of Greater Montreal. In addition to describing services for handicapped children offered by the Board, the handbook provides some guidelines for identifying exceptional children and referring them for placement. It also describes the general services provided by the Medical, and the Social Work and Attendance, Divisions of the Student Personnel Services Department. The services for handicapped children covered include classes for children with specific learning disabilities, com-

munication disability classes, facilities for socially maladjusted children, and classes for emotionally disturbed, partially sighted, and educable mentally retarded children. (KW)

ED 054 571 EC 033 220
Juvenile Delinquency: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Delinquency, *Delinquents, *Exceptional Child Education, Research Projects

One in a series of over 50 similar listings relating to handicapped and gifted children, the annotated bibliography contains 43 references selected from Exceptional Child Education Abstracts dealing with juvenile delinquency. References include texts, journal articles, and research reports dealing with such topics as delinquency causes, delinquency prevention, rehabilitation, behavior problems, identification, emotional disturbance, socially deviant behavior, psychotherapy, behavior change, counseling, and others. For each entry, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. (KW)

ED 054 572 EC 033 221
Cerebral Palsy: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Cerebral Palsy, *Exceptional Child Education, Research Projects

Eighty-one references selected from Exceptional Child Education Abstracts are included in the annotated bibliography on cerebral palsy, one in a series of over 50 similar listings dealing with handicapped and gifted children. For each listing, bibliographic and availability information, indexing and retrieval descriptors, and an abstract are included. The research reports, texts, journal articles, and other literature listed cover such aspects of cerebral palsy as agency role, associated handicaps, child development, clinical diagnosis, educational needs and programs, etiology, services available, language development, medical treatment, physical and speech therapy, and others. Both an author and a subject index are provided. (KW)

ED 054 573 EC 033 222
Parent Counseling: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Counseling, *Exceptional Child Services, Gifted, Handicapped Children, Parent Attitudes, *Parent Counseling

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 76 references dealing with the counseling of parents of exceptional children. Ranging across all handicapping conditions, physical and mental, and giftedness, the references treat such aspects of parent counseling as child rearing principles, family relationship, family counseling, group therapy, parent attitudes, parent role, parent-child relationship, and others. Entries, which include texts, journal articles, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Author and subject indexes are provided. (KW)

ED 054 574 EC 033 223
Slow Learners: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Educable Mentally Handicapped, *Exceptional Child Education, Research Projects, *Slow Learners, Teaching Methods

The annotated bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 83 references selected from Exceptional Child Education Abstracts dealing with slow learners. The entries, which include journal articles, texts, research reports, curriculum guides, and teaching guides, treat such topics as the following, as they relate to slow learners: academic achievement, curriculum, disadvantaged youth, educable (mildly) mentally retarded, ability grouping, instructional materials, motivation, giftedness and underachievement, subject matter, vocational education, and teaching methods. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are provided for each entry, and author and subject indexes are provided for the bibliography. (KW)

ED 054 575 EC 033 224
Minority Groups: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, *Annotated Bibliographies, *Bibliographies, *Disadvantaged Youth, Ethnic Groups, *Exceptional Child Education, Mexican Americans, *Minority Groups, Negro Youth, Research Projects

Seventy-six references are included in the annotated bibliography dealing with minority groups, particularly the education of children from minority groups. Entries include texts, journal articles, and many research reports. Some of the major topics covered by the documents are American Indians, Mexican Americans, Negro youth, ethnic groups, cultural disadvantagement, socioeconomic disadvantagement, educational needs environmental influences, intelligence, mental retardation, and teaching methods. The bibliography, which contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts for all entries, is one in a series of over 50 similar compilations related to exceptional children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts. (KW)

ED 054 576 EC 033 225
Teacher Aides and Nonprofessional Personnel: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Attendants, *Bibliographies, *Exceptional Child Education, Institutional Personnel, *Nonprofessional Personnel, Research Projects, *Teacher Aides

References selected from Exceptional Child Education Abstracts and pertaining to teacher aides and nonprofessional personnel (in schools, institutions, or elsewhere), particularly as related to handicapped children, are listed in the annotated bibliography, which is one in a series of over 50 similar listings concerning exceptional children. For each of the 85 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include texts, journal articles, research reports, program guidelines, and other literature. (KW)

ED 054 577 EC 033 226
Disadvantaged Youth: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, *Exceptional Child Education, Research Projects

Contained in the annotated bibliography, which is one in a series of over 50 similar selected bibliographies dealing with exceptional children, both handicapped and gifted, are 101 references concerning disadvantaged youth. Covered are such major topics as cultural and economic disadvantagement, socioeconomic influences, early childhood education, environmental influences, teaching methods, learning disabilities, cognitive development, and language development as they relate to disadvantaged youth. Entries were selected from Exceptional Child Education Abstracts, and bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Subject and author indexes to the bibliography are provided. (KW)

ED 054 578 EC 033 227
Mental Health: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Emotionally Disturbed, *Exceptional Child Services, *Mental Health, Mental Health Programs

Contained in the annotated bibliography are 66 references to documents on mental health, especially as it is related to children with emotional disturbances or other handicaps, community programs, mental health clinics and programs, prevention, psychiatric services, and other services. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. For each of the entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. (KW)

ED 054 579 EC 033 228
Dyslexia: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Dyslexia, *Exceptional Child Education, *Reading Difficulty, Remedial Reading, Teaching Methods

Contained in the annotated bibliography are 84 references to texts, journal articles, research reports, and teaching or program guides concerning dyslexia. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. Such topics as identification and educational diagnosis, research on dyslexia, lateral dominance and other neurological considerations, perception, reading difficulty, reading skills, remedial reading, and teaching methods are covered. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Author and subject indexes are provided. (KW)

ED 054 580 EC 033 229
Audiovisual Instruction: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Audiovisual Instruction, *Bibliographies, *Exceptional Child Education, Gifted, *Handicapped Children, Instructional Materials, Research Projects

Listed in the annotated bibliography, one in a series of over 50 similar bibliographies on exceptional children (both handicapped and gifted), are 98 references on audiovisual instruction, particularly as it relates to the instruction of handicapped and gifted children. Many of the references on audiovisual instruction deal with aurally handicapped or mentally handicapped students, specific audiovisual aids, research, films, programed instruction, and teaching methods using audiovisual materials, in addition to many other related topics. For all entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are an author index and a subject index. (KW)

ED 054 581 EC 033 230
Programed Instruction: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, *Handicapped Children, *Programed Instruction, Programed Materials, Research Projects, Teaching Machines

Seventy-two references selected from Exceptional Child Education Abstracts are included in the annotated bibliography on programed instruction, one in a series of over 50 similar listings dealing with handicapped and gifted children. Given for all entries, which include texts, journal articles, and many research reports, are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract. Author and subject indexes to the bibliography are provided. (KW)

ED 054 582 EC 033 231
Glassman, Lynne, Comp. *Erickson, Donald, Comp.*
A Selected Guide to Government Agencies Concerned with Exceptional Children.
Special Education IMC/RMC Network, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agencies, *Directories, *Exceptional Child Services, *Federal Programs, Government Role, *Handicapped Children
Identifiers—Bureau of Education for the Handicapped, United States Office of Education

The compilation of information on government agencies concerned with exceptional children is based on data available as of April 1971. Intended as a resource guide for persons involved in activities for the handicapped, the directory provides basic information on a broad spectrum of government programs: the Special Education Instructional Material Centers/Regional Media Centers (IMC/RMC) Network, USOE - Bureau of Education for the Handicapped sponsored programs (research and demonstration centers, regional resource centers, deaf-blind centers, early childhood centers, supplementary centers), other USOE programs (Bureau of Educational Personnel Development, National Center for Educational Research and Development), other DHEW programs for the handicapped (Social Rehabilitation Services, Public Health Services), executive committees, and task forces. In addition to names, addresses, and phone numbers of each center or project, brief narrative descriptions of each type of government agency service or program are included in the guide. (KW)

ED 054 583 EC 033 232
A Selected Guide to Public Agencies Concerned with Exceptional Children.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agencies, *Directories, *Exceptional Child Services, *Handicapped Children, *National Organizations, Parent Associations, Professional Associations

The annotated directory of national associations, organizations, and agencies whose services relate to exceptional children, both handicapped and gifted, contains 89 entries, listed alphabetically. Following the name, address, and phone number (where available) of each organization, a descriptive paragraph summarizes its purpose, membership requirements, publications, sponsorship of conferences, and affiliations with local chapters. The guide is intended as a useful resource for educators and parents seeking needed information and service. (KW)

ED 054 584 EC 033 233
IMC/RMC Network Professional Film Collection.
New York State Education Dept., Albany. Special Education Instructional Materials Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Exceptional Child Education, *Films, *Handicapped Children, Instructional Materials Centers, *Resource Guides
Identifiers—Special Education IMC RMC Network

The compilation is a comprehensive listing of films available from the centers in the Instructional Materials Centers/Regional Media Centers (IMC/RMC) Network. Each IMC/RMC location is given a numerical code in a preliminary listing. These numerical codes are used within the film listing, which is arranged alphabetically according to film titles, to indicate the center or centers from which each film may be borrowed. A brief description of each film is provided which includes such information as the subject and scope of the film, length, color or black and white, address of distributor, and price. (KW)

ED 054 585 EC 033 289
Sachs, David A. *And Others*
Strengthening the Visual Perception of Deaf Children. Final Report.
New Mexico State Univ., Las Cruces.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 71
Contract—OEC-4-7-000269(019)
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aurally Handicapped, *Exceptional Child Research, Learning Processes, *Preschool Children, *Problem Solving, Statistical Analysis, Visual Learning, *Visual Perception
Identifiers—Frostig Developmental Test of Viusal Perception, Illinois Test of Psycholinguistic Abilities

Learning sets programs were administered to preschool deaf children from a variety of representative educational programs throughout the southwest to improve their visual perception skills. The concept of learning sets was described as progression from trial-and-error learning to immediate problem solving by insight. The project consisted of six 1-year phases. Documentation of deficits in visual perception of preschool deaf children occurred during the initial phase. Phases II through V comprised the development of a treatment program for strengthening visual perception by problem solving and free play. Problem solving involved the child's discriminating commonalities and differences within stimulus sets to earn reinforcement. Free play included the child's exposure to eye-hand coordination toys in a free play setting. Phase VI featured identification of variables, compilation of descriptive data, statistical and test consultation, and data analysis. Main independent measures were five subtests of the Frostig Developmental Test of Visual Perception and the four subtests from the Illinois Test of Psycholinguistic Abilities. The study's important finding was the statistically significant increment in visual perception skills of the problem solving group relative to the control group as assessed by performance on the Frostig. (CB)

ED 054 586 EC 033 290
Allen, Doris V.
Color-Word Interference in Deaf and Normal Children.
Wayne State Univ., Detroit, Mich.
Pub Date 71
Note—10p.; Paper presented to the Midwestern Psychological Association (Detroit, Michigan, May, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, *Exceptional Child Research, *Reading Ability, Reading Speed, Verbal Ability, *Verbal Tests

Strategies for apprehending and processing verbal material were studied in deaf and normal children by using color-word interference tasks. Color-word interference task was described as a method of apprehension evaluation with minimum memory contribution. The task involved three cards: one containing color patches, one containing printed names of colors, and one containing a color name printed in conflicting ink color. Seven deaf children and 17 normal-hearing children (age range 9-15 years) identified by good academic achievement were asked to name each card upon presentation. The task criterion was reading speed and thus, stimuli perception was the major variable studied. Data on time in seconds for subjects to complete the color-word interference task indicated that the deaf seemed able to view verbal material as objects without attending to its verbalness. Normal-hearing children, in contrast, had great difficulty in responding to anything other than the word itself. Results suggested that deaf children used qualitatively different strategies for apprehending and processing verbal material than did normal-hearing children. (CB)

ED 054 587 EC 033 291
Clark, Mary Jane *Clark, Kenneth*
Scandinavian Programs for the Mentally Retarded: How They Work.
Pub Date 70
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Facilities, Educational Objectives, *Educational Programs, *Exceptional Child Education, *Foreign Countries, *Mentally Handicapped, Self Care Skills, Sexuality, Sheltered Workshops, *Social Adjustment
Identifiers—Daily Living Skills, Denmark, Norway, Sweden

Organizational structure, educational objectives, and general information are presented on educational programs for the mentally handicapped in Denmark, Sweden, and Norway. The basic goal of Scandinavian programs for the mentally handicapped is normalization, with emphasis on social adjustment to prepare retardates for assimilation into community living. Description of Danish programs covers institutional facilities, residents' living quarters, sexual needs, sheltered workshop training, affiliated social workers, hostels, hostel pensionet for 11 mentally retarded couples, Society and Home for the Crippled, special education at Rodovre, and the National Parent Organization. Discussion of Swedish service facilities covers County Council responsibility, individual normalization, several institutions, sexual needs, activities of daily living, sheltered workshops, and staff. Outline of Norwegian programs includes program responsibility for the mentally handicapped on the basis of IQ, private organizations, national organization, craft work, religious teaching, vocational skills, and development of self reliance. Concluding the study are Scandinavian information sources on institutions and agencies, individuals, mimeographed material, and brochures and publications. (CB)

ED 054 588 EC 033 292
Eisenson, Jon *Ogilvie, Mardel*
Speech Correction in the Schools. Third Edition.
Pub Date 71
Note—436p.
Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022 ($7.95)
Document Not Available from EDRS.

Descriptors—Articulation (Speech), *Exceptional Child Services, Language Development, *Speech Handicapped, *Speech Improvement, Speech Pathology, Speech Therapists, *Speech Therapy, Teacher Role
Identifiers—Speech Physiology
The volume, intended to introduce readers to the problems and therapeutic needs of speech impaired school children, first presents general considerations and background knowledge necessary for basic insights of the classroom teacher and the school speech clinician in relation to the speech handicapped child. Discussed are the classification and incidence of speech defects, speech correction services, and normal speech (standards of speech, the mechanism for speech, production of speech sounds, and language development). Emphasized are the roles and scope of the classroom teacher and the speech clinician in cooperating to achieve common objectives. Focused upon in the second half of the book are specific speech problems and how they affect the child's overall functioning. Delayed or retarded speech, defects of articulation, voice disorders, stuttering, speech and impaired hearing, cleft palate, and brain damage or dysfunction are examined. In each case the discussion covers the nature and cause of speech disturbance, implications for therapy, therapeutic techniques of the speech clinician, and the related role of the classroom teacher. (KW)

ED 054 589 EC 033 293
Kephart, Newell C.
The Slow Learner in the Classroom. Second Edition.
Pub Date 71
Note—438p.
Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($8.95)
Document Not Available from EDRS.
Descriptors—Chalkboards, Cognitive Development, *Exceptional Child Education, *Learning Disabilities, *Perceptual Development, *Perceptual Motor Learning, *Slow Learners, Teaching Methods, Visual Perception
The volume addresses itself to two basic competencies needed by teachers of the slow learning child: a rationale permitting consistent interpretation of the child's learning behavior and a repertory of techniques for presenting information in a myraid of ways, from which the teacher can select classroom presentation methods most appropriate for each slow learner. Part I, Development and Achievement, presents a rationale for learning based on two primary principles: development and generalization. Major topics discussed are the course of cognitive and perceptual development, generalization, motor bases of achievement, the perceptual process, development of form perception, space discrimination, and the time dimension. Part II, Training Activities, is a series of teaching techniques related to successive steps in the rationale. Covered are the training process, perceptual-motor training, the perceptual-motor match, training ocular control, chalkboard training, and training form perception. (KW)

ED 054 590 EC 033 304
Ayllon, T. Barnes, Jarvis
Token Reinforcement and Academic Objectives with the Trainable Retarded. Research and Development Report, Volume IV, Number 2.
Atlanta Public Schools, Ga. Communication Skills Labs.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Behavior Change, *Exceptional Child Research, *Mentally Handicapped, *Motivation Techniques, Operant Conditioning, Positive Reinforcement, *Trainable Mentally Handicapped
Two experiments using paraprofessional personnel were conducted to determine effectiveness of a schoolwide token system on academic performance of trainable mentally retarded (TMR) children. The first experiment consisted of 42 TMRs in a 6-week summer program, in which reading, writing, and arithmetic were the behaviors studied. Pretest and posttest measures on the Metropolitan Readiness Tests indicated that childrens' scores increased over 25% following only 18 hours of token reinforcement for academic performance (p greater than .001). The second experiment was designed to isolate the relative role of reinforcement on the childrens' academic improvement. The experiment involved 31 chidlren who were able to choose a class with or without reinforcement in writing and arithmetic. Results showed that TMRs chose to work on the subject area having reinforcement and also, that the childrens' correct academic performance increased significantly as a function of reinforcement. It was concluded that TMRs could profit from academic training when an extrinsic motivational system was involved. (CB)

ED 054 591 EC 033 305
Ayllon, T. Barnes, Jarvis
A Comparison Between Standard Instruction and Reinforcement Program for the Trainable Retarded. Research and Development Report, Volume IV, Number 3.
Atlanta Public Schools, Ga. Communication Skills Labs.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Behavior Change, *Exceptional Child Research, *Mentally Handicapped, *Motivation Techniques, Operant Conditioning, Positive Reinforcement, *Trainable Mentally Handicapped
Three studies were conducted to compare standard instruction with reinforcement programs for the trainable mentally retarded (TMR). In the first study, 24 TMRs were matched into two groups, with one group participating in a 6-week academic program having token reinforcement and the other group continuing in a standard teaching program. Statistical analysis of pretest and posttest scores on a standardized test revealed significant improvement (t equals 2.55, significant at .01 level) for the experimental group, while the control group showed no improvement during the 6 weeks. The second study was designed to determine the role of reinforcement on performance on the criterion test. Findings revealed that both TMR groups in the first study showed score improvement when tested with consequences of maximal reinforcement for correct performance. The third study involved a duplication of the second study, but with normal students. The results showed statistically significant increases in scores achieved with maximal reinforcement consequences for correct performance. (CB)

ED 054 592 EC 033 306
Ayllon, T. Barnes, Jarvis
Design for a Nine-Month School-Wide Program of Token Reinforcement for the Trainable Mentally Retarded. Research and Development Report, Volume IV, Number 4.
Atlanta Public Schools, Ga. Communication Skills Labs.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Behavior Change, Educational Programs, Elementary Education, *Exceptional Child Education, *Mentally Handicapped, Motivation Techniques, Operant Conditioning, *Positive Reinforcement, *Program Descriptions, *Trainable Mentally Handicapped
Outlined are plans for a 9-month elementary school-wide program of token reinforcement for the trainable mentally retarded (TMR), which is said to allow for later additional components. Program focus is to be application of reinforcement to TMR academic work. All children will take the Metropolitan Readiness Test in pretest and posttest design for program evaluation. Academic subjects featured are reading, writing, and arithmetic. Children will earn color-coded bottle caps as token reinforcement for correct academic work that can later be exchanged for back-up reinforcers. Program orientation for teachers and children are explained, with children orientation including response priming, reinforcer priming, diagnostic evaluation, and analysis of test scores. Appended are daily schedules for a teacher plan for management of increased enrollment, and for specialists in music, art, gym, and family center. Also appended are forms for recording token exchanges. (CB)

ED 054 593 EC 033 307
Hicks, Doin, Ed.
Medical Aspects of Deafness. Proceedings of National Forum IV, Council of Organizations Serving the Deaf (Atlantic City, New Jersey, March 3-5, 1971).
Council of Organizations Serving the Deaf, Washington, D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 71
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, Conference Reports, *Exceptional Child Services, *Medical Evaluation, Physicians, *Prevention, *Rehabilitation
Medical aspects of deafness discussed are physicians, prevention, diagnosis, and habilitation. In speeches on physicians, Louis Z. Cooper expresses need for services for deaf victims of the 1964 rubella epidemic; Jerald M. Jordan discusses the doctor-deaf patient relationship; and Hilde S. Schlesinger critically views prevention, diagnosis, and habilitation of deafness. Covered in prevention of deafness are discussions of genetic and environmental factors in deafness by John D. Rainer, types of deafness by Robert J. Ruben, and an approach to diagnosis, prevention, and treatment of hereditary deafness by Alexander C. McLeod and Anne Sweeney. Examined under diagnosis of deafness are audiological diagnosis of deafness by Carl W. Fuller and a parent's experience of medical imcompetency in diagnosing deafness in a young child. In conclusion Luther D. Robinson examines medical aspects in habilitation, Ann M. Douglas presents a nurse's viewpoint on health problems of deaf people, Lawrence Newman examines the self image of deaf persons in a society attaching stigmas to deafness, and McCay Vernon discusses the deaf community's responsibility in medical habilitation. (CB)

ED 054 594 EC 033 309
House, Ernest R. And Others
The Gifted Classroom.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date Jun 71
Note—166p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Case Studies (Education), *Exceptional Child Education, *Gifted, Program Descriptions, *Program Evaluation, School Districts, State Aid, *State Programs
Identifiers—*Illinois
A report of the Illinois Gifted Program Evaluation, the document first presents origins, policies, and scope of the reimbursement section of the Illinois Plan for Program Development for Gifted Children. Outlined is the evaluation design, in which subjects were 34 school districts representing a 10% stratified random sample of 340 districts. Each of the 34 had received state funds for 2 or more years. Data gathered on the best gifted program in each district included director, teacher, and student interviews, class activities questionnaires, classroom observation, and various documents. Data for five of the programs are presented as case studies. Described are school setting, circumstances for starting program, purposes, activities, and a typical day in class, with teacher and student comments reported. Evaluators' interpretation and discussion of each program is offered; judgment of program value is made on the basis of stated standards. Finally, findings from previous examinations of specific aspects of the reimbursement phase of the Illinois program are discussed, along with two aspects not previously reported: analysis of classroom verbal interaction and assessment of inservice training programs. (KW)

EM

ED 054 595 EM 009 144
Lockwood, Arthur
Diagrams: A Visual Survey of Graphs, Maps, Charts and Diagrams for the Graphic Designer.
Pub Date 69
Note—144p.
Available from—Watson-Guptill, Publishers, 165 West 46th Street, New York, N.Y. 10036 ($15.00)
Document Not Available from EDRS.
Descriptors—Charts, *Diagrams, Flow Charts, Games, *Graphic Arts, Graphs, *Guides, Maps, *Statistical Data, Tables (Data)
Since the ultimate success of any diagram rests in its clarity, it is important that the designer select a method of presentation which will achieve this aim. He should be aware of the various ways in which statistics can be shown diagrammatically, how information can be incorporated in maps, and how events can be plotted in chart or graph form. This book, written especially for the graphic designer, concentrates on the purpose, execution, and relative success of each type of diagram and uses specific examples to suggest ideas and illustrate the discussion. The first part deals with statistical diagrams: line graphs, logarithmic graphs, scatter graphs, bar graphs, population pyramids, bar and block diagrams, and pictorial graphs. Explanatory and statistical maps are detailed in the second part: weather and route maps, games and battles, bars, blocks, squares, dots, and circles. The third part covers explanatory diagrams: flow charts, organization charts, family trees, tabulations, and time charts. A final section examines engineering drawing and three-dimensional presentation. (Author/SH)

ED 054 596 EM 009 169
Leifer, Aimee Dorr Roberts, Donald F.
Children's Responses to Television Violence.
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Aug 71
Note—221p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Age Differences, *Aggression, Behavior Rating Scales, Childhood Attitudes, *Children, Commercial Television, Mediation Theory, *Programing (Broadcast), *Television Viewing, *Violence
A paper-and-pencil measure of aggressive resonse was developed to study the effects on children of exposure to television-mediated violence. Using this measure, a series of experiments was conducted using actural television programs as stimulus material. The results of these studies suggest: 1) Although the majority of children understand the motivation and consequences of aggressive acts as they are presented on television, subsequent aggression is more affected by the amount of violence per se in the program than by the way in which the violence is presented; 2) aggression presented as being performed with good motivations may lead to greater subsequent aggression on the part of the viewer than aggression presented as being performed with bad motivation; 3) justification manipulations are effectively transmitted to all viewers, but these manipulations fail to influence the viewer's later level of aggression; 4) temporal separation between event and consequence may make it difficult for young children to see the relationship between aggression and the motivation for and consequences of aggressive acts. A general conclusion from these studies is that children, as they grow up, understand more about the television programs they view, but this understanding doesn't influence their aggressive tendencies. (JY)

ED 054 597 EM 009 170
Hinst, Klaus
Towards Incorporating Educational Development in the Educational System; An Evolving Model in the German Federal Republique.
Center for Educational Technology, Wiesbaden (West Germany).
Pub Date Sep 71
Note—14p.; Paper presented at the Illinois Conference on New Styles in Curriculum Development (University of Illinois, Urbana, Illinois, September 19-23, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, *Curriculum Study Centers, *Educational Development, *Educational Planning, Governing Boards, *Institutional Administration, *Research and Development Centers
Identifiers—*Bildungstechnologisches Zentrum, BTZ
The Center for Educational Technology (Bildungstechnologisches Zentrum – BTZ) is a research, development, and implementation (R and D) organization set up by the State of Hesse, West Germany. It has the novel (for Germany) function of being a middleman between politics, research, and educational practice in developing curriculum for German pre-, primary, and secondary schools. The BTZ focuses on six areas: curriculum development and instructional design; learning theory, cybernetics, computer application, and media systems; social and educational psychology and evaluation; science and mathematics; modern languages; and social studies and humanities. The BTZ consists of a governing board, management, an R and D board, and an R and D project groups, each with a specific task. The governing board is composed of both government and BTZ staff personnel. Among the problems which face BTZ are: Uniting educational research, policy, and practice; integrating research development, and implementation within one institution; implementing the center's programs in schools; and finding qualified R and D personnel. (JK)

ED 054 598 EM 009 172
Howes, Virgil M.
Individualizing Instruction in Reading and Social Studies; Selected Readings on Programs and Practices.
Pub Date 70
Note—236p.
Available from—The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022 ($3.50)
Document Not Available from EDRS.
Descriptors—*Classroom Techniques, Culturally Disadvantaged, Individual Instruction, *Individualized Instruction, Individualized Programs, *Individualized Reading, Language Arts, Nongraded Primary System, Nongraded System, Reading Instruction, Slow Learners, *Social Studies, Speech Instruction, Spelling Instruction, *Teaching Methods
This collection includes essays on individualizing reading (IR) and the language arts and individualizing social studies in elementary school education. Several essays explain the purposes of IR. Teachers who have used such a program explain how they did it and why they felt it successful. Supplementing these essays are reports of individualized spelling and speech programs, reading programs for the disadvantaged and slow reader, and the use of IR as part of an eclectic reading program. A comparison of IR versus a basal reader in a rural community is presented. Research comparing IR and ability grouping is summarized which concludes that there is no significant difference in achievement as a result of either method. Essays on social studies instruction present rationales for and possible approaches to individualized instruction. Specific topics include individualizing instruction in the primary grades, a nongraded program for grades four through six, and automation in social studies instruction. Other essays deal with values in education and the inquiry approach. The social studies section deals more with theory and less with actual programs than does the reading section. (JK)

ED 054 599 EM 009 173
Takeshima, Y. And Others
Children and Television; Main Findings from Shizuoka Survey (in 1967).
Japan Broadcasting Corp., Tokyo. Radio and Television Culture Research Inst.
Pub Date Sep 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiences, Childhood Attitudes, *Children, Discipline, Family Problems, Media Research, *Parent Attitudes, Parent Child Relationship, Parent Influence, Recreational Activities, Self Control, Social Maturity, Television, Television Research, *Television Surveys, *Television Viewing, *Viewing Time
Identifiers—*Japan
A survey was made in 1967 concerning children's viewing of television in Shizuoka, Japan. Although this survey was a follow-up to one made from 1957 through 1959, no comparisons are made between the two in this booklet. Third, fifth, and seventh graders, preschool children, and mothers of children in school were asked about: how they spent their time, including patterns of television viewing; their evaluation of the time they spent watching television; their program preferences; the amount of parental control over their children's viewing; the effect of this control on the children; and the parents' own attitude towards television viewing. The data collected is summarized and correlations between children's social adaptability, social maturity, and television viewing are discussed. The major findings are also presented in tabular form. (JK)

ED 054 600 EM 009 175
Heinich, Robert
Technology and the Management of Instruction.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date 70
Note—198p.; Monograph Number 4
Available from—National Education Association, Publication Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02304, $6.50)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Cybernetics, Educational Innovation, *Educational Planning, Educational Strategies, Information Theory, *Instructional Media, *Instructional Technology, Learning Theories, Media Specialists, Mediation Theory, *Models, Operations Research, *Systems Approach, Teacher Role, Technological Advancement
In his book "The Structure of Scientific Revolutions," T.S. Kuhn suggests that incipient paradigm changes in science may be detected by examining certain shifts in emphasis in the literature of a particular field. If we grant his premise, the same possibility may be true in education. An examination of recent literature shows a shift toward a "systems approach" to conceptualizing the field of education. Although "systems approach" has led to the development of a model of learning theory, this model does not seem to be directly applicable to instruction. A more viable model may be totally new formulation drawn not only from learning theory, but also from information theory, cybernetic systems, and bionics. These systems do not view audiovisual aids as supplementary to the instruction of classroom teachers, but see them as the means of instruction themselves, mediating the learning process directly. This view has obvious implications for classroom teachers, educational media specialists, and curriculum planners. Operations research and continued technological progress will very likely clarify this new paradigm. Those committed to the present paradigm will most likely be the last to recognize the change to a new one. (JY)

ED 054 601 EM 009 177
Larson, L. C. And Others
Instructional Technology Graduate Degree Programs in U. S. Colleges and Universities 1969-71.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date 71
Note—28p.
Available from—National Education Association, Publications Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02900, $3.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Coordinators, Audiovisual Directors, Catalogs, Degree Requirements, *Graduate Study, *Instructional Technology, *Media Specialists, Professional Education, *Program Descriptions, Specialist in Education Degrees, *Surveys
This directory lists programs at 67 institutions leading to graduate degrees in instructional technology. For each program, the following information is presented: Degrees offered, number of students, degrees granted in 1968-69, names of full-time and part-time faculty, financial assistance available, and a one-paragraph description of the program. A personnel index and 11 data tables summarizing pertinent information about the programs are given. (JY)

ED 054 602 EM 009 178
Bernotavicz, Freda D. And Others
Training Programs for Media Support Personnel; An Annotated Directory.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date Aug 70
Note—45p.
Available from—National Education Association, Publication Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02644, $2.00)
Document Not Available from EDRS.
Descriptors—Ancillary Services, Audiovisual Aids, Catalogs, *Degree Requirements, Instructional Technology, Junior Colleges, *Media Specialists, *Paraprofessional School Personnel, *Program Descriptions, *Surveys
Media-support personnel are employed in a variety of situations ranging from a television technician in an instructional television studio, to a teacher aide showing movies to children, to a graphics technician engaged in producing visuals for a slide/tape presentation. In order to meet the need for media-support personnel with training relevant to the kinds of tasks needing to be performed, the Jobs In Instructional Media Study (JIMS) was designed. As a part of its work, JIMS conducted a survey of the existing programs in two-year colleges to train media-support personnel. Information is presented here on such programs at fifteen institutions. In addition to details on the program and course descriptions for the core courses, information is also provided on how long the program has been in operation, the number of students enrolled in the program, and its anticipated growth. (JK/JY)

ED 054 603 EM 009 183
Rowe, Mack R. And Others
The Message is You; Guidelines For Preparing Presentations.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date 71
Note—40p.
Available from—National Education Association, Publications Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02902, $2.25)
Document Not Available from EDRS.
Descriptors—Audiences, Audio Equipment, *Audiovisual Aids, Audiovisual Communication, Communication (Thought Transfer), *Conferences, *Guidelines, Language Arts, Meetings, *Production Techniques, Projection Equipment, *Public Speaking, Visual Stimuli
The material presented in these guidelines is a summary of information for the planning, preparation, and successful utilization of visual presentations in conferences. Accordingly, the material is divided into three major sections which detail the specific tasks of the presenter, the producer, and the sponsor. In the section for the presenter, the communication of his ideas is discussed with reference to cost effectiveness, audiences, visual idea presentation, editing, and organizing. The types of visual aids and production services which are available are described. For the producer, guidelines are provided for the design and production of visual and handout materials: Specifically, principles are presented for planning pictures and verbal information, handling original art, and using standardized formats. The final section details the service and support functions of the sponsor before, during, and after the conference. Items to be considered by the sponsor are outlined and include the meeting room, projection and audio equipment, the schedule, and basic presentation standards for a professional meeting. Several forms and tables are appended, and a selected bibliography is included. (SH)

ED 054 604 EM 009 186
Havelock, Ronald G.
A Guide to Innovation in Education.
Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—281p.
Available from—Publications Division, Institute for Social Research, P.O. BOX 1248, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
Descriptors—Adoption (Ideas), Behavior Change, *Change Agents, *Changing Attitudes, Communication (Thought Transfer), *Educational Change, *Educational Innovation, *Guides, Innovation, Instructional Innovation, Interpersonal Competence, Personal Relationship, Sensitivity Training, Student Teacher Relationship, Teacher Administrator Relationship
In this guide to the process of innovation in education, the author does not suggest what changes should be made, nor does he recommend specific innovations, but he does provide information on how successful innovation takes place and how those who facilitate planned change or planned innovations (change agents) can organize their work to insure success. Four lengthy case studies illustrate the process of change at its best and at its worst. The change agents in these case studies represent a wide range of educational roles: student, teacher, administrator, and outside consultant. The material presented in these case studies is later used to show the stages in a planned change. The suggested stages in such a planned change are: building a relationship, diagnosing the need, acquiring relevant resources, choosing the solution, gaining acceptance, stabilizing the innovation, and generating self-renewal. The author makes detailed suggestions for each of these stages. Supplementary resource information is provided including a glossary and guide to selection of strategies and tactics, a directory of major information sources in education, and an annotated bibliography of major works on change in education. (JY)

ED 054 605 EM 009 187
Armstrong, Robert J., Ed. And Others
Developing and Writing Behavioral Objectives.
Educational Innovators Press, Tucson, Ariz.
Pub Date 70
Note—63p.; Revised booklet for developing evaluative skills number 2
Available from—Educational Innovaters Press, BOX 13052, Tucson, Arizona 85711
Document Not Available from EDRS.
Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Educational Objectives, *Evaluation Techniques, *Guidelines, *Measurement Techniques, Performance Criteria, Psychomotor Objectives
An organizational structure which permits the identification of the variables affecting an educational program is presented. It is designed to solve the problem of clearly and systematically developing and writing behavioral objectives which can be evaluated with validity and reliability. Three types of variables--behavioral, instructional, and institutional--are isolated. Sixteen terms are used to describe cognitive, affective, and psychomotor levels of behavior. These terms are used to write up behavioral objectives which can be measured by various techniques. These behavioral objectives must be critiqued and stated clearly. Two added elements--time and proficiency level--may then be considered. The level of specificity desired and type of performance objective complete the list of necessary elements of a behavioral objective. (JK/JY)

ED 054 606 EM 009 188
Performance and Process Objectives.
Educational Innovators Press, Tucson, Ariz.
Pub Date 70
Note—30p.; Booklet for developing evaluative skills number 7
Available from—Educational Innovators Press, BOX 13052, Tucson, Arizona 85711
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, Cognitive Objectives, *Educational Objectives, Evaluation Methods, *Evaluation Techniques, Performance, *Performance Criteria, *Program Evaluation
This brief, introductory booklet defines what is meant by "performance" and "process" objectives and how each type contributes to the steps necessary for incorporating "accountability" into the evaluation of a given educational program. Further, the booklet provides a set of procedures for developing and writing both performance and process objectives. The booklet also discusses the point that the validity of process objectives can only be determined when they can be related to performance objectives. This then necessitates the developing and writing of performance objectives at all those levels of the educational structure for which process objectives are going to be written. (Author)

ED 054 607 EM 009 189
Distribution and Use of Electronic Aids in Education.
Canadian Council for Research in Education, Ottawa (Ontario).
Spons Agency—Department of Industry, Trade, and Commerce, Ottawa (Ontario).
Pub Date Nov 70
Note—69p.; Proceedings of a Workshop (St. Donat, Quebec, November 23-25, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Computer Assisted Instruction, Electronic Equipment, Enrollment Trends, Film Libraries, Information Retrieval, Information Storage, Information Systems, *Instructional Materials, Instructional Materials Centers, *Instructional Technology, *Instructional Television, Media Selection, Post Secondary Education, Television, Video Cassette Systems, Video Equipment, *Video Tape Recordings, *Workshops
A workshop on the distribution and use of electronic aids in education was held at St. Donat, Quebec. Workshop members discussed the advantages of and obstacles to use of these aids and suggested ways by which their use could be increased. A frequent suggestion was to set up distribution boards at the national and regional level to facilitate access to materials. The background papers for the workshop explored ways to choose appropriate educational materials, described the implications for society of increasing post-secondary school enrollment, and summarized information about five basic systems of storing video information for replay through television receivers or monitors. Other papers compared ways of delivering television programs to the classroom on the bases of cost and merit, described the use of television for information retrieval, suggested objectives and alternatives for an educational distribution organization, and outlined a system for distributing educational material on videotape. (JK)

ED 054 608 EM 009 190
Zelmer, A. C. Lynn, Ed. Zelmer, Amy M., Ed.
Proceedings of the Western Regional Symposium on Instructional Simulations.
Alberta Univ., Edmonton.
Pub Date May 71
Note—78p.
Available from—Department of Extension, The University of Alberta, Corbett Hall, 82nd Avenue and 112th Street, Edmonton, Alberta, Canada
Document Not Available from EDRS.
Descriptors—Agricultural Engineering, Decision Making, *Educational Games, *Game Theory, Home Economics Education, Mathematical Models, Models, Probability Theory, Research Methodology, Research Needs, Research Tools, *Simulation, Social Studies, Statistics, *Symposia, Teacher Education, Teaching Methods, Teaching Techniques
Eleven lectures on simulation and gaming delivered at a symposium in Western Canada are presented. Three articles concern ways of gaining knowledge about the effectiveness of the simulation method in teaching. Several articles describe the use of simulation in teaching specific areas: home economics education, agricultural engineering, and Canadian government. Other topics concern adapting a commercial simulation game for use at a 4-H camp, using simulation to help train student teachers, simulation as a tool in research, and analysis of experimental games by probability and statistics. One paper suggests that participants in games must become "literate," or aware of conventions used if the games are to be effective. Bibliographies on simulation and gaming are included. (JK)

ED 054 609 EM 009 191
O'Brien, Richard S., Ed.
Color Television; Selections from the Journal of the Society of Motion Picture and Television Engineers.
Society of Motion Picture and Television Engineers, Inc., New York, N.Y.
Pub Date 70
Note—223p.
Available from—Society of Motion Picture and Television Engineers, 9 East 41st Street, New York, N.Y. 10017
Document Not Available from EDRS.
Descriptors—Bibliographies, Broadcast Industry, Color Presentation, *Color Television, *Elec-

tronic Equipment, Films, Photography, *Production Techniques, Standards, *Television, Television Lighting, Video Equipment, Video Tape Recordings, Visual Perception

A collection of 27 articles from the Journal of the Society of Motion Picture and Television Engineers (SMPTE) covers the fundamental aspects of color television technology. Introductory articles explain the basic workings of color television within the set and as perceived by the viewer. Other sections deal with: color television systems, color film, color television cameras and studio practices, and color television broadcasting facilities and measurements. These latter two sections deal with ways that production techniques must be modified as a result of the use of color equipment. The papers are technical in style. A bibliography of additional papers on color television, a set of SMPTE standards and recommended practices, and an index to all current standards and practices are included. (JY)

ED 054 610 EM 009 192

Miller, Elmo E.

Comparison of Pictorial Techniques for Guiding Performance During Training.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—TR-71-12

Pub Date Jun 71

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Animation, Books, Comparative Analysis, *Film Production, *Instructional Films, Pictorial Stimuli, Production Techniques, *Prompting, *Training Techniques

An experimental program was conducted to develop effective methods for producing and utilizing filmed demonstrations and instructional manuals. Four variations on conventional filmed demonstrations were evaluated: 1) revising an Army film through repeated tryouts with novices, 2) stopping the projector after each step is demonstrated to allow practice of that step, 3) showing the complete film an extra time before practice, and 4) using an animation technique in the introduction. The film variations and a pictorial book program were compared. All methods took roughly the same amount of time to train, if time to show the film is included. Need for assistance can be sharply reduced by using the revised film, or by showing the film one step at a time. An extra showing helps reduce the need for extra time and assistance if the showing is continuous. (Author/JY)

ED 054 611 EM 009 193

Wasteland Revisited; A Report on the Failure of Commercial Television to Serve the Children of the Bay Area.

Committee on Children's Television, San Francisco, Calif.

Pub Date Sep 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Broadcast Industry, Business Responsibility, *Children, *Commercial Television, Cultural Awareness, Evaluation, *Programing (Broadcast), Viewing Time

Identifiers—*The Committee on Childrens Television

The Committee on Children's Television (CCT) analyzed the fall program schedules for the five San Francisco Bay Area commercial television stations. They found that 80% of programs directed to children on weekdays are old network and syndicated series, with 10% being contributed by a network; less than 6% of the total children's schedule is devoted to the new network informational programs; 41% of the total children's schedule consists of cartoons; and only 2% of the total schedule for children is produced by local stations. In May, 1971, after a resolution was passed by the Board of Supervisors of San Francisco requesting programming which "adequately reflects the rich diversity of American society," CCT initiated meetings with management representatives of the stations to express concern for better children's programming. While several of the stations have voiced support for the resolution, CCT feels that most of the stations "will do little to upgrade the quantity and quality of children's programming next season." CCT recommends that children be given programs that reflect the cultural diversity of the Bay Area, that treat children as a special class with special human needs, and that are shown at hours appropriate to children. (SH)

ED 054 612 24 EM 009 194

Natalicio, Diana S. Willimas, Frederick

Carrascolendas: Evaluation of a Bilingual Television Series. Final Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Grant—OEG-0-9-530094-4239-(280)

Note—204p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Bilingual Education, Comparative Analysis, Conventional Instruction, *Elementary Grades, Feedback, *Instructional Television, *Mexican Americans, Program Descriptions, Program Evaluation

"Carrascolendas" was a thirty-program television series designed to aid in the bilingual instruction of Mexican-American children in the first and second grades. A systematic evaluation of the production and the effect of the series is presented here. Evaluation of the process of program development noted that the series was completed and did reflect the intended instructional objectives. Some suggestions for improvement included: Modification of the time schedule to allow for more feedback and revision of the programs, an improved definition of the responsibilities of supervisory staff members, and a closer working relationship between the curriculum and production supervisors. A field experiment involving children from the target audience population and a survey of schools that used the programs showed statistically significant learning gains among television viewers in English tests of multicultural social environment, English language skills, physical environment, and cognitive development. The survey of schools, although indicating a major use of the program, did reveal a possible shortcoming in that a significant number of schools, even in predominantly Mexican-American areas, had no knowledge of the program's availability. (JY)

ED 054 613 EM 009 195

Adams, Robert A., Ed.

Creativity in Communications.

New York Graphic Society, Greenwich, Conn.

Pub Date 71

Note—152p.

Available from—New York Graphic Society, 140 Greenwich Avenue, Greenwich, Connecticut 06830 ($20.00)

Document Not Available from EDRS.

Descriptors—Acoustics, *Communications, *Creative Thinking, *Creativity, Discovery Processes, Films, Graphic Arts, Marketing, *Mass Media, *Publicize

A collection of 20 essays on creative problem solving in advertising and sales promotion considers the relationship between client and agency and the degree of creativity that is necessary or desirable for each side to bring to their collaboration. The different essays are fully illustrated and specifically focus on such areas as creativity in marketing, agencies, management, thought processes, the different media of communication, research, press advertising, sound, images, graphic design, television advertising, direct mail advertising, outdoor advertising, point of purchase advertising, cinema, promotion, and communication with captive audiences. A final essay deals with the future of communications and creativity. (SH)

ED 054 614 EM 009 196

Television and Children's Needs.

Committee on Children's Television, San Francisco, Calif.

Pub Date 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Broadcast Industry, Business Responsibility, *Children, *Commercial Television, Community Involvement, Community Resources, Federal Legislation, Material Development, *Programing (Broadcast), *Television Research, Television Surveys

Identifiers—Committee on Childrens Television, Federal Communications Commission

Since the 1970 Census Report states that children under 14 years of age comprise 23.4% of the population, the Committee on Children's Television (CCT) feels that television broadcasters have an obligation to determine and serve the needs of these children. After examining the 1971 license renewal applications of four of the five San Francisco Bay Area commercial television stations, CCT concluded that none of the applications show station-initiated efforts to specifically measure the needs or interests of the children in the Bay Area. CCT recommends that stations take immediate steps to ascertain these needs, to design programs to meet these needs, to insure that members of the community will be given an opportunity to participate in the development of these programs, and to utilize fully the resources available in the community for the development of programs. Further, they recommend that the Federal Communications Commission consider the possibility of designing a special section of the television license application which refers to children specifically. A series of statements made by educators, administrators, and parents expressing concern about the effects of television on children concludes the report. (SH)

ED 054 615 EM 009 197

Dale, Edgar Belland, John

A Guide to the Literature on Audiovisual Instruction.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Contract—OEC-1-7-070-873-4581

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Audiovisual Instruction, Communication (Thought Transfer), Computer Assisted Instruction, Indexes (Locaters), Information Theory, Instructional Films, Instructional Media, *Instructional Technology, Instructional Television, Learning Laboratories, Media Research, Organizations (Groups), Periodicals, Programed Instruction, Simulation, Systems Approach

The philosophical overview which introduces this review of the literature on audiovisual instruction concentrates on the historical background of the field and its place within the broader fields of communication, education, and communication theory and research. A selected bibliography is provided for the major areas in instructional technology: history and philosophy of the audiovisual movement, organizations and periodicals, instructional and learning theory, communications theory, systems, research, texts and teaching materials, production of audiovisual material, instructional television and film, programed instruction, computer-assisted instruction, simulation, learning laboratories, administering media programs, equipment and facilities, and media indexes. A brief introduction to each of these topics serves as annotation. (JY)

ED 054 616 EM 009 198

New Schools Manual. Fourth Edition.

New Directions Community School, Inc., Richmond, Calif.

Pub Date Aug 71

Note—27p.

Available from—New Directions Community School, Inc., 445 Tenth Street, Richmond, California 94801 ($2.00)

Document Not Available from EDRS.

Descriptors—Bookkeeping, *Community Schools, Educational Innovation, *Experimental Schools, Private Schools, *School Administration, *School Law, School Planning, School Safety, School Support, School Taxes

Identifiers—New Directions Community School Inc.

The New Directions Community School, Inc., developed this manual on the basis of their experiences with planning, establishing, and running a free school. It is designed to provide others who are interested in setting up free schools with information which will help them solve or avoid some of the technical problems involved. A general statement on the beginning and current state of New Directions is offered in an introductory section, while the rest of the booklet details problems and what New Directions has found to be effective solutions to them. Special areas considered include California State Laws relative to

private, alternative schools; college requirements and how to meet them; incorporation and tax exemption; employee taxation; bookkeeping; and miscellaneous suggestions for keeping expenses down, quality up, and problems away. (SH)

ED 054 617 EM 009 199

Wysotsky, Michael Z.

Wide-Screen Cinema and Stereophonic Sound.

Pub Date 71

Note—282p.; Library of Image and Sound Technology. Translated from the Russian language

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($16.00)

Document Not Available from EDRS.

Descriptors—*Audio Equipment, *Film Production, *Films, Photographic Equipment, *Projection Equipment, *Sound Films, Sound Tracks, Surveys, Theaters

Identifiers—Union of Soviet Socialist Republics, USSR

Developments in the techniques of wide screen cinema and stereophonic sound throughout the world are detailed in this book. Particular attention is paid to progress in the Soviet Union in these fields. Special emphasis is placed on the Soviet view of stereophonic sound as a vital adjunct in the search for enchanced realism as opposed to the Western viewpoint that it does not merit the high cost of installation. The various systems which are surveyed and described include: wide screen systems, wide gauge films, panoramic films, circular-panoramic cinematography, three-dimensional sound transmission, stereo sound for films, Soviet wide screen systems, wide format films in the Soviet Union, Soviet systems of panoramic films, Soviet systems of circular-panoramic films, Soviet wide screen dynamic frame system, and acoustics for wide screen theaters. Each system is thoroughly illustrated with line drawings and statistical diagrams, and applications and advantages of each are provided. (Author/SH)

ED 054 618 EM 009 200

Clark-Jones, Beatrice

An Appraisal of the Treatment of Black Americans in Selected Elementary School Social Studies Filmstrips.

Pub Date 71

Note—19p.; Excerpts from a thesis submitted to Michigan State University, available from University Microfilms

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Bias, Content Analysis, Cultural Awareness, *Cultural Images, *Cultural Pluralism, Ethnic Groups, *Filmstrips, Minority Groups, Minority Role, *Negro Role, Self Esteem, *Social Studies

The treatment of black Americans in a sample of social studies filmstrips designed for use in grades four through six was appraised. The purpose was to learn whether these filmstrips fostered the concept of a pluralistic society, in which races are seen as equal and in which blacks and integrated groups have an important part. Forty film strips were analyzed by a three-member panel, using a measurement instrument derived from the Detroit public school evaluation criteria to gauge minority treatment. Results showed that there was a significant relationship between filmstrips which foster pluralism and the number and percentage of black American characters illustrated in the filmstrips. Filmstrips were most likely to be acceptable which showed blacks throughout the strips and also which depicted occupations of varying social status. As only six of the 40 filmstrips viewed were deemed acceptable, the author concludes that many more unprejudiced filmstrips are needed. (Author/JK)

ED 054 619 EM 009 201

The Computer in Education.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 70

Note—28p.; An IDEA Occasional Paper

Available from—IDEA, Information and Services Division, P.O. Box 446, Melbourne, Florida 32901 ($1.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, *Conference Reports, Cost Effectiveness, *Educational Planning, *Guidelines, *Instructional Technology, Instructional Television, Language Laboratories, Systems Approach, Teacher Role

The first section of this report was the result of a seminar which brought together some experts in the field of computer-assisted instruction. It provides a comprehensive statement concerning the value of computers in today's schools, a description of the system approach to instructional technology, and an outline of the essentials of computer operation. While there was much difference of opinion among the experts on how close the computer revolution in education really is, there was general acceptance of a set of guidelines to assure reasonable, long-term development of computerized instruction and to reap the computer's vast potential for improving education. The high cost of computer technology was noted, as well as its potential for remedying instructional deficiencies. The closing discussion explored the problems of the man-machine dilemma, but offered cautious optimism toward the new technology. The second section of the report was the result of a seminar of high school and college students who had been extensively exposed to various types of technological instruction. It explored the students' reactions to language laboratories, instructional television, and emphasized the value of a good teacher in effective contact with students. (JY)

ED 054 620 24 EM 009 203

Suppes, Patrick And Others

Teacher's Handbook for CAI Courses.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-178

Pub Date 1 Sep 71

Grant—OEG-0-70-4797(607)

Note—141p.; Psychology and Education Series

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Algebra, Arithmetic Curriculum, Basic Skills, *Computer Assisted Instruction, Computer Science Education, *Course Descriptions, Curriculum Guides, Elementary School Mathematics, English Instruction, Logic, *Manuals, *Programed Materials, *Programing Languages, Teaching Guides

Identifiers—AID, BASIC

The handbooks for the most widely used computer-assisted instruction (CAI) courses now available on computer terminals at the Institute for Mathematical Studies in the Social Sciences at Stanford University are presented. Handbooks are included for the following courses: Strands Drill-and-practice (arithmetic fundamentals for fourth grade), Logic and Algebra (for secondary or gifted elementary students), BASIC programing (for high school students), AID programing (for junior college students with a year of algebra), and CAI Basic English (for twelfth grade or beginning community-college students). The purposes and procedures for each course are described, along with examples or summaries of programs used. A proctor's handbook, which provides step-by-step instructions on the use of student programs and teacher's reports, along with information on guest demonstrations is included. A maintenance handbook describes the various elements in the communications network and some simple repairs that a teacher or proctor may do. A bibliography of the Institute's research publications is given. (JK)

ED 054 621 EM 009 204

Computer Assisted Instruction: A General Discussion and Case Study.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No—P-Y-15

Pub Date Aug 71

Note—23p.; Training Systems and Technology Series: No. Five

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 10402 (Stock No. 0600-0551; 300)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Branching, *Case Studies, *Computer Assisted Instruction, Computer Oriented Programs, *Cost Effectiveness, Course Descriptions, Course Evaluation, *Curriculum Development, Evaluation Methods, Facility Requirements, Personnel Needs, Programing, *Training

Identifiers—United States Naval Academy

The major advantages in computer-assisted instruction (CAI) are the potential for the individualization of instruction and the savings in instructional time. CAI's major disadvantages include the large amount of time required for course development, personnel required, initial outlay of funds, and the total cost. Other disadvantages, due to the present state of the art, are the small amount of software readily available and the short supply of personnel able to develop CAI programs. The three main methods of programing, in order of complexity, are linear, branching, and multi-track. These methods are explained briefly as preface to a case study of CAI courses at the U.S. Naval Academy. Procedures for course development, course revision, course conduct, and course evaluation are reviewed. Recommendations for personnel and time resources, as a result of the Naval Academy experience, are set forth. (JK)

ED 054 622 EM 009 205

Powell, R. J.

Television Viewing by Young Secondary Students: A Study of the Television Viewing Behavior of Children at Form Two Level.

Australian Broadcasting Control Board, Melbourne.

Pub Date 71

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Audiences, Commercial Television, Individual Characteristics, Intelligence, Parent Influence, Peer Acceptance, *Personality, Recreational Activities, Television, *Television Research, Television Surveys, *Television Viewing, Viewing Time

Television viewing habits of 12 to 14 year olds in Australia were studied, and an attempt was made to correlate amount of viewing time and choice of programs with these children's intelligence and personality. Average viewing time per night was three hours and 40 minutes. A large variation was found in the time at which children ceased viewing. The study found no significant difference in amount of viewing done by high and low intelligence groups, although children of high intelligence spent more time watching the non-commercial channel and documentary programs. Those children who watched little television fell in two groups. The first group had IQs of 110-120 and had parents who restricted their viewing and had high educational expectations for their children. The second group had IQs above 120 and little parental restriction. High intensity viewers were generally less acceptable to their peer group than were low intensity viewers. On the whole, however, it was found that no significant correlations exist between viewing choices or amounts and personality scales. (JK)

ED 054 623 EM 009 207

Levien, Roger E.

Institutions, Innovation, and Incentives.

Report No—P-4640

Pub Date May 71

Note—16p.; Paper presented at the Purdue 1971 Symposium on Application of Computers to Electrical Engineering Education (Lafayette, Indiana, April 26-28, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Computer Science, *Educational Development, Educational Innovation, Higher Education, *Innovation, *Institutional Role, Instructional Innovation, Instructional Technology, Leadership Responsibility, Research and Development Centers, *Technological Advancement, Time Sharing

Identifiers—National Institute of Education

It is important to achieve effective innovation in computer-assisted instruction (CAI). Meaningful innovation can be achieved only by changing the system--that is, by changing not only the technology, but also the institutions and persons involved. Two institutions are proposed: a National Institute of Education which would support creation of a research and development base for educational innovation and a system of institutions and technology designed to make instructional use of the computer in higher education truly effective. To achieve innovation, one must plan institutions to encourage and facilitate it, paying careful attention to financial incentives. Instructional use of computers today has a cottage-industry character. Two trends may change this situation: commercial time-shared computer

service and cheap, standardized mini-computers programed through an exchangeable medium such as a cassette. Change would require the concerted efforts of higher educational institutions, time-sharing industries, publishers, and the government. (SM/JK)

ED 054 624 EM 009 210
"How To Enhance Individuality in Learning;" The Report of an International Seminar.
Institute for Development of Educational Activities, Dayton, Ohio.
Spons Agency—National Association of Secondary School Principals, Washington, D.C.
Pub Date 71
Note—12p.
Available from—IDEA, Mail Orders, P.O. BOX 628, Dayton, Ohio 45419 ($2.00)
Document Not Available from EDRS.
Descriptors—*Conformity, Educational Administration, Independent Study, *Individualism, *Individualized Instruction, Instructional Technology, Parent Attitudes, *Symposia, Teacher Attitudes, Teacher Educators, Teaching Methods, Teaching Models

At an international symposium on individualized instruction, educators from America and Europe expressed their concern that the societal need for unity, cohesion, and a sense of mission is in direct conflict with the individual's need for diversity and freedom. They pointed to parents, administrators, teachers, and teacher educators as the major roadblocks to individualized instruction, and they expressed concern that conventional grade grouping was also hindering individualization. Among the other topics of discussion at the symposium were the explosion of knowledge, educational technology, mass media, individual differences, the role of the guidance counselor, the balance between individuality and conformity, and the changing curriculum. The conferees pointed to the need for developing styles of teaching based upon styles of learning, agreed that students should be confronted with a variety of learning activities, suggested that the techniques of a good first grade teacher may be models of individualization, and approved of greater use of the independent study technique. (JY)

ED 054 625 EM 009 211
The Open Plan School; Report of a National Seminar.
Institute for Development of Educational Activities, Dayton, Ohio.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.
Pub Date 71
Note—32p.
Available from—IDEA, Mail Orders, P.O. BOX 628, Far Hills Branch, Dayton, Ohio 45419 ($2.00)
Document Not Available from EDRS.
Descriptors—Building Design, Classroom Furniture, Flexible Classrooms, Flexible Facilities, *Individualized Instruction, *Open Plan Schools, School Architecture, *Seminars, Student Grouping, Teaching Methods, Team Administration, *Team Teaching

A national seminar brought together a large group of architects, teachers, and administrators who have had experience with open plan schools. The participants agreed that the open plan school system with its flexible physical arrangement and flexible teaching program holds great promise as a way of training people to think for themselves. An architect traced the history of open plan schools from the early day one-room schoolhouse to the sophisticated educational complexes of today. The seminar participants discussed both the intangible aspects of an open environment, such as individualized instruction, team teaching, student grouping, and the new role of the school administrator, and the tangible aspects of the school building and its furnishings. They emphasized that open schools are only one part of a quality education program and that the attitudes of teachers, administrators, and students must be consistent with the open nature of the physical facilities at such a school. (JY)

ED 054 626 EM 009 213
Liebert, Robert M. Baron, Robert A.
Short-Term Effects of Televised Aggression on Children's Behavior.
Purdue Univ., Lafayette, Ind.; State Univ. of New York, Stony Brook. Dept. of Education.
Spons Agency—American Psychological Association, Washington, D.C.
Pub Date Sep 71
Note—15p.; Paper presented at symposium, "The Early Window: The Role of Television in Childhood," American Psychological Association (Washington, D.C., September 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Children, *Literature Reviews, Research Methodology, Television, *Television Research, Television Viewing, Violence

Recently collected data appear to warrant advancing some tentative conslusions concerning the short-term effects of violence in television on children: 1) children are exposed to a substantial amount of violent content on television, and they can remember and learn from such exposure; 2) correlational studies have disclosed a regular association between aggressive television and a variety of measures of aggression; and 3) experimental studies preponderantly support the hypothesis that there is a directional, causal link between exposure to television violence and an observer's subsequent aggressive behavior. However, it is important to distinguish between the statement that observation of violence can have such effects and that it will have them for any particular child. It should also be pointed out that every relevant study has at least one methodological flaw on which it might be challenged. (SH)

ED 054 627 EM 009 214
Forst, Florence H.
Videotaped Aids for Instruction in Educational Psychology: An Analysis of Variables Associated With Student Achievement.
California State Coll., Long Beach.
Pub Date Apr 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, College Instruction, *Comparative Analysis, Individual Differences, *Intermode Differences, *Predictive Ability (Testing), *Programed Instruction, Television Research, *Video Tape Recordings

Two ways of teaching a course in adolescent development and learning were compared. Sections of normal size were taught as usual, while large sections had instruction augmented with televised illustrations. With the exception of these illustrations, resources were the same for both classes and included a programed text. Results on two types of tests, information and behavioral judgment, showed that student achievement was equally high, regardless of size of class. Furthermore, the larger classes showed greater uniformity of scores than did the smaller classes. Achievement on information tests was not clearly related to achievement on behavioral judgment tests. First tests of either type were better indicators of students' final performance than was an information pre-test. Characteristics found to be significantly associated with higher achievement were sex, marital status, major in college, and grade point averages. One unexpected finding was that nonacademic students (those with majors in applied fields) performed better than academic students did on tests involving behavioral judgment. (Author/JK)

ED 054 628 88 EM 009 215
Korthals, Ella Mae
Audio Retrieval Information Program.
Huron Senior High School, S. Dak.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audio Equipment, Audio Passive Laboratories, Audiovisual Aids, *Audiovisual Instruction, *Audiovisual Programs, Dial Access Information Systems, *Information Retrieval, Inservice Teacher Education, Instructional Materials Centers, Library Materials, *Magnetic Tape Cassettes, Multimedia Instruction, Secondary Education, Special Libraries
Identifiers—BESE, ESEA-3

Huron (South Dakota) Senior High School is developing a model information retrieval program using audio tape cassettes. Using Title III money, the school, which has 1,000 students, will add 1,000 commercially produced tapes and 1,500 locally produced tapes to its library, along with listening stations, tape recorders, cassette players, duplicating equipment, and other necessary equipment. It was decided that cassette equipment is more appropriate than a dial access system for a school of this size because it is less costly and more flexible. To increase the competence of teachers in use of this equipment, a pre-service training meeting and three in-service meetings will outline the project and provide training in production, selection, and use of tapes. With the help of teachers and librarians, students will be encouraged to make full use of the equipment in all of their classes. An appendix outlines the cost of the project. (JK)

ED 054 629 EM 009 216
Zelmer, A. C. L., Ed.
The Sleeping Medium: A Report of the Community Television Study Project, Alberta, 1971.
Alberta Univ., Edmonton.
Pub Date Sep 71
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cable Television, Community Antennas, *Community Control, Federal Legislation, Instructional Television, *Programing (Broadcast), *Television Surveys, Video Equipment
Identifiers—*Canada

Conducted through a survey of several communities using videotaped interviews and an examination of the general Canadian media scene, the study undertaken for this report attempted to determine the current level of awareness and knowledge of Albertans concerning the use of cable television (CATV) for community programming. Since the study indicated that there was a general lack of knowledge about community CATV, that community-developed material for CATV is in need of financial and moral support, and that cable companies are providing the right of community access, the report recommends an extensive program of information dissemination and education concerning all aspects of community CATV as well as flexible legislation policies by the Canadian Radio Television Commission to account for regional and local differences. The report includes a philosophy of community access to cable television, a glossary of terminology, an outline of a demonstration project for a community programming center, and a bibliography of papers collected for the study. (Author/SH)

ED 054 630 EM 009 217
Hoijer, Bjorn
The Extent and Orientation of Broadcasting Media Consumption; Application to the Bank of Sweden Tercentenary Fund for Support of Research Project.
Swedish Broadcasting Corp., Stockholm.
Pub Date 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiences, Broadcast Industry, Radio, Research Methodology, *Television, *Television Research, *Television Surveys, *Television Viewing, Viewing Time
Identifiers—*Sweden

A long-range Swedish research project is attempting to describe the role of broadcast media in society as seen by both communicator and receiver. The first section of the study, now taking place, is examining television audiences to determine what they watch, why they watch it, what they think of what they see, and what kind of audience, in terms of social status, interests, social activity level, and linguistic and cultural frames of reference, tunes in what programs. A later part of the study will analyze the resultant data in terms of policy-making, planning, and production. Interviewers, who are located throughout the country, survey a representative sample daily by telephone and send the results directly by telex to a central computer for storage and analysis. The data is examined by the computer to establish "normal" consumption patterns. (JK)

ED 054 631 EM 009 218
Findahl, Olle
The Effect of Visual Illustrations Upon Perception and Retention of News Programmes.
Swedish Broadcasting Corp., Stockholm.
Pub Date Aug 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, Audiences, Intermode Differences, Motion, *News Media, Per-

ception, *Pictorial Stimuli, *Retention, Sex Differences, *Television, *Television Research

In an attempt to study the role of pictures in connection with the perception of information via television, the pictorial accompaniment to some news items in a simulated television news program was systematically varied. The retention of the verbal message and the perception of the news items were measured for the different illustrations. It was found that the choice of illustration accompanying the investigated news items influenced not only how must the subjects retained of the verbal message, but also what was remembered of the message. In addition, the choice of illustration influenced the perception of the news item. The news stories which most subjects could recall were those illustrated by pictures that corresponded to the verbal information. Least remembered were those which had items read by the studio reporter on the screen and those items that consisted of sound only. A news item illustrated by moving pictures was considered more interesting and more informative than one illustrated with a still picture. No difference in retention was noticed between moving and still picture presentation modes. Finally, there was a correlation between age, sex, and education, and how much the respondents remembered of the news program. (Author/JY)

ED 054 632 EM 009 219

Linne, Olga

Reactions of Children to Violence on TV.

Swedish Broadcasting Corp., Stockholm.

Pub Date Jul 71

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aggression, *Children, *Television Research, Television Viewing, Viewing Time, *Violence

Identifiers—Sweden

A study was devised to investigate the possible impact of fictional television violence on children with reference to short and long term effects. Thirty-four children ranging in age from five to six were selected from a sample of children who had seen a series of violent television programs and were divided into two groups according to high and low exposure to the series. The children were shown an additional segment of the program with their mothers either before or after the administration of a series of measures to evaluate comprehension, attitudes, and aggression. The mothers were administered questionnaires and attitude scales to provide information about children's viewing of television and the attitudes of the mother toward television viewing. Results indicated that there were no short term effects of aggression; however, a larger proportion of high-exposed children than low-exposed children displayed more aggressive behavior irrespective of whether they had seen the additional segment on the testing occasion. Subsequent analyses suggest that the manner in which television viewing is handled by the family could be regarded as an intervening variable; therefore, the difference in aggression between low and high exposure groups should not be attributed directly to the television programs. (SH)

ED 054 633 EM 009 220

Sohn, David A.

Film: The Creative Eye.

Pub Date 70

Note—176p.

Available from—George A. Pflaum, Publisher, 38 West Fifth Street, Dayton, Ohio 45402 ($3.95)

Document Not Available from EDRS.

Descriptors—Animation, *Creative Expression, Film Production, *Films, *Film Study, Imagery, *Perception, Photography, Production Techniques, Visual Environment

Short films are often experimental in nature. They can place aspects of the environment which are usually unnoticed in such a way as to sharpen our observations of the world, and "create a new awareness, a fuller sense of life and being." Based on the premise that visual literacy is becoming increasingly important, this book describes several films which attempt to serve this function under four sections: The observer and the creative spirit, which includes the films, "The Searching Eye" and "Why Man Creates;" a sharper vision, covering films such as "Leaf" and "Waters of Yosemite;" impression and compression, including the films "American Time Capsule" and "-Deep Blue World;" and the poetry of awareness, with films such as "Moods of Surfing" and "Ski the Outer Limits." In each section, the discussion focuses on the films, beginning with an introductory statement on the film and then presenting a description of the action of the film, a list of suggestions for ways to approach thinking about the film after viewing it, a series of written reactions to the film, a brief statement on making the film, and, in some cases, an interview with the film's producer. A statement on the role of a film producer concludes the book. (SH)

ED 054 634 EM 009 221

Sanderson, Peter C.

Computer Languages: A Practical Guide to the Chief Programming Languages.

Pub Date 70

Note—200p.

Available from—Philosophical Library Inc., 15 East 40th Street, New York, N.Y. 10016 ($15.00)

Document Not Available from EDRS.

Descriptors—Computers, *Computer Science Education, Digital Computers, *Programing, *Programing Languages, *Textbooks

Identifiers—Algol 60, Cobol, Extended Mercury Autocode, Fortran

All the most commonly-used high-level computer languages are discussed in this book. An introductory discussion provides an overview of the basic components of a digital computer, the general planning of a computer programing problem, and the various types of computer languages. Each chapter is self-contained, emphasizes those features of a language that can be used on more than one type of computer, and includes a set of exercises. The languages covered are: Algol 60, Fortran, Cobol, PL/I, and Extended Mercury Autocode. A short introduction to BASIC is also included. The book does not presume an extensive mathematics background. (JY)

ED 054 635 EM 009 222

DeVito, Joseph A.

Communication: Concepts and Processes.

Pub Date 71

Note—232p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($8.50, paperback, $4.95)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Attitudes, *Communication (Thought Transfer), Communication Problems, Communication Skills, *English Education, Information Theory, Intercommunication, Language Arts, Listening Habits, Listening Skills, Models, *Nonverbal Communication, *Paralinguistics, Receptive Language, Textbooks, *Verbal Communication

A mixture of theoretical and practical essays points up the purposes of, barriers to, and means of facilitating communication. Four models of how people communicate are presented. A series of essays describing communication messages and channels include considerations of "gobbledygook," nonverbal communication by touch, smell, or body movement, and an excerpt from McLuhan. Essays about communication sources and receivers concern attitudes which people bring to communication which can hinder their sending or receiving a message. These essays look at hidden premises in messages, ways to organize information, psychological barriers to communication, the importance of putting yourself in the other person's shoes, the effects of defensive attitudes on communication, and offer a guide to effective listening. Since the book is intended for use in undergraduate courses in communication, discussion questions are at the end of each essay. (JK)

ED 054 636 EM 009 223

Heintz, Ann Christine

Persuasion.

Pub Date 71

Note—224p.; Communication Education Series

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 ($3.00)

Document Not Available from EDRS.

Descriptor: -Audiences, *Communication (Thought Transfer), *Discovery Learning, Emotional Response. Logic, *Mass Media, Nonverbal Communication, *Persuasive Discourse, Propaganda, Publicize, *Textbooks, Verbal Communication

A textbook called "Persuasion" was designed to provide discovery situations and a skills program to teach students to be aware of the ways in which they are influenced by various methods of communication, both public and private. The text focuses first on the persuader and the emotions he seeks to manipulate, then on the persuader and the image he projects, and finally on the persuader and the types of arguments he uses. Each unit begins with examples of persuasive techniques in action and presents a series of inquiry questions and discovery exercises designed to allow the student to experience for himself the impact of various techniques of persuasion. At the end of each unit is a space for personal insights, observations, and comments about the material covered in the text. A set of guidelines to aid in the discussion and analysis of films is appended. For the teacher's guide see FM009226. (JY)

ED 054 637 EM 009 224

Kuhns, William

Exploring Television.

Pub Date 71

Note—240p.; Communication Education Series

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 ($3.20)

Document Not Available from EDRS.

Descriptors—*Analytical Criticism, Broadcast Industry, Comedy, *Communication (Thought Transfer), Critical Thinking, Drama, News Media, Political Influences, Programing (Broadcast), Social Influences, *Television, *Textbooks

"Exploring Television" is an inquiry/discovery textbook designed to help students to understand, analyze, criticize, evaluate, and judge the experiences they have had in front of the television set. The text consists of three main parts. "The Medium" inquires into the radio-movie origins of television and prompts research into the networks and other aspects of the television industry. "The Message" explores the different genres of television programs: commercials, news, variety shows, situation comedies, westerns, and so on. Questions of plot, character, setting, motivation, credibility, and values are posed for group discussion. The third part of the text, "The Message," explores the image which television reflects of American womanhood, manhood, the family, the ethnic composite, and the uses of power in our society. The unit then asks what television is doing to us and what influence it is having on our cultural, educational, social, and political institutions. Most of the units begin with a data-gathering section and include exercises, role-playing suggestions, activities, research projects, and space for the student's summation of and reaction to the material covered in the text. For the accompanying teacher's guide see EM009225. (JY)

ED 054 638 EM 009 225

Exploring Television Guide.

Pub Date 71

Note—77p.; Communication Education Series

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 ($1.00)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Course Descriptions, Discovery Learning, Inductive Methods, Programing (Broadcast), Standards, *Teaching Guides, *Television, Video Cassette Systems

Identifiers—National Association of Broadcasters

The textbook called "Exploring Television" was designed to be used in an inquiry/discovery course on the impact of television. This teacher's guide to the textbook establishes the instruction goals for the course, defines the inductive learning process, and describes the aims of the reformed English curriculum. The guidelines for each chapter in the text offer a framework of activities for the teacher to supplement and/or assign. A set of papers offers background information which would be useful to the teacher: a history of broadcasting, the Television Code of the National Association of Broadcasters, and a description of the forthcoming video cassette systems. The sources for recordings of old radio shows and television commercials are given. The textbook "Exploring Television" is EM009224. (JY)

ED 054 639 EM 009 226

Persuasion Guide.

Pub Date 71
Note—77p.; Communication Education Series
Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 ($1.00)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Creative Thinking, Critical Thinking, *Discovery Learning, Films, Inductive Methods, Instructional Materials, Media Selection, *Persuasive Discourse, Resource Guides, *Teaching Guides, Television

In this teacher's guide to the textbook called "-Persuasion" the emphasis is on assisting the teacher to develop in his students the skills of critical and creative thinking. Each instructional unit moves from the experience of persuasive techniques, through critical analysis, to the creative practice of the technique in question. Essays on critical thinking and inductive learning preface the course material. Several films and television programs are listed to serve as samples for persuasion analysis and as useful tools in pre- and posttesting. A comparative media exercise is described to help students discover the basic strengths and weaknesses of different media. The appropriate printed, audio, and visual material to accompany each unit in the textbook are listed. A directory of film distributors, a guideline for film discussion, an essay on the ideas of Marshall McLuhan, and a guide to basic resources and teaching materials for communication education are also included. For the accompanying textbook, see EM009223. (JY)

ED 054 640 EM 009 227
Zimbardo, Philip Ebbesen, Ebbe B.
Influencing Attitudes and Changing Behavior: A Basic Introduction to Relevant Methodology, Theory, and Applications. Revised Edition.
Pub Date 70
Note—162p.
Available from—Addison-Wesley Publishing Company, Inc., Reading, Massachusetts, 01867
Document Not Available from EDRS.
Descriptors—Behavioral Science Research, *Behavior Change, Behavior Theories, Bias, *Change Agents, *Changing Attitudes, Experiments, Group Dynamics, Information Sources, Propaganda, Salesmanship, Social Attitudes, Social Change, *Social Psychology, Social Reinforcement, *Textbooks

In this introductory text to the field of attitude change, the emphasis is on one of the end products of research in social psychology--manipulation and control of attitudes and related behaviors. The text first defines the concept of attitude, then identifies ideas from the areas of history, literature, law, religion, and the social sciences that explore concepts of attitude change. It examines the experiment as a source of general information and reviews some representative studies. A critical analysis of the conceptualization, methodology, and interpretation of attitude change research is given, along with an examination of the role of theory in explaining the results of experiments. In considering practical applications of principles of attitude and behavior change, the text details such real life examples as psychological warfare, prejudice, police interrogation, consumer motivation, and supersalesmanship. Five appended essays deal with: techniques of attitude measurement, experiment as a source of information, sources of invalidity in experimental designs, an efficient method for outlining experiments, and the student as an agent of political and social reform. (JY)

ED 054 641 EM 009 229
Chaffee, Steven H. McLeod, Jack M.
Adolescents, Parents, and Television Violence.
Wisconsin Univ., Madison. School of Journalism and Mass Communication.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 71
Note—44p.; Paper presented at the Symposium, "The Early Window: The Role of Television in Childhood," American Psychological Association Convention (Washington, D.C., September 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, *Aggression, Children, Family Influence, Parent Attitudes, Parent Child Relationship, *Television Research, Television Surveys, *Television Viewing, Viewing Time, *Violence

Three hypotheses could explain a positive correlation between violence viewing and social aggressiveness in adolescents: 1) Heavy exposure to television (TV) violence somehow reinforces or induces aggressive tendencies; 2) An aggressive child is more likely to be attracted to violent TV programs; 3) Some third factors exist which could cause both violence viewing and aggressiveness. Data gathered for this study as well as other research in the area suggest that the first is preferable to the other hypotheses. Also, when third factors, defined for this study in terms of the family and parent-child interaction, were controlled, the correlations between violence viewing and aggressiveness persisted. Assuming that the first hypothesis is a parsimonious explanation for this correlation, are there "control mechanisms" which could modify the causal link postulated in the first two hypotheses? Of four possible controls proposed in this study, only parental control of aggression was found both to be a reasonable alternative and to reliably reduce the violence viewing and aggression correlation. (SH)

ED 054 642 EM 009 230
Molnar, Andrew R.
The Future of Educational Technology Research and Development.
Pub Date 4 Feb 71
Note—19p.; Paper presented at the American Educational Research Association Annual Meeting (New York, N.Y., February 4, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Computers, Educational Finance, *Educational Improvement, Educational Planning, *Educational Research, Federal Aid, *Government Role, Research and Development Centers, *Research Criteria, Systems Approach

Although there has been much criticism of research and development activities in the field of education, the criticism has not been aimed at the real problem. The large amount of uncoordinated research activities and the lack of preplanned linkages between research and practice has led to the existence of an expensive cottage industry in educational technology which tends to re-tool every academic year. Computers hold much promise in solving educational problems, but there are several questions which must be answered if computers are to become internalized into the educational process. Computers may be either a tool or a medium; they may be internalized gradually or all at once; they may be centralized into regional computer systems or diffused around the nation in the form of mini-computers. What is needed now is not another demonstration of the value of computer-based instruction, but a critical mass that is capable of providing a complete system and total curriculum. Educational research is basically sound; however, it must attack larger, more complex problems in a systematic way if we are to alter and improve the educational process. The necessary catalyst to unlock the potential of computer-based instruction could come from business, from education, or from the Federal Government. (JY)

ED 054 643 EM 009 232
Molnar, Andrew R.
Systems Applications in Higher Education: Implications for Research and Development.
Pub Date 7 Feb 71
Note—15p.; Paper presented at the American Educational Research Association Annual Meeting (New York, N.Y., February 7, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Accountability, *Educational Change, Educational Improvement, Educational Objectives, Educational Planning, Information Systems, *Systems Analysis, *Systems Concepts

Both the trend toward the scientific information explosion and the trend toward equal opportunity of education are altering what we teach and how we teach. While the movement in research and development in education has been toward using systems applications to deal with these changes, there are some problems with this approach. The domain of academic policy is a far broader system than that to which systems analysis is typically applied, and it is likely that the long range goals which a systems analysis provides will conflict with the short-range political pressures of the situation. Also, systems concepts have evolved from industrial situations in which the organization is quite different from the decentralized, horizontally organized academic institutions with different goals. For example, the input-output model is probably too concrete for education if, as it is now thought, 70% of those entering school today will work in jobs that do not now exist. Further, systems planners should not forget the human element in any system, especially as it relates to the processes of accepting system improvements. Finally, it should be noted that while information systems may have become a widespread fad, even perfect information may not improve system performance. (SH)

ED 054 644 EM 009 233
McNeil, John
Teaching Reading Through Instructional Objectives.
Archdiocese of San Francisco, Calif. Educational Television Center.
Pub Date 71
Note—19p.
Available from—Pacific Media Associates, 730 Gilbert Avenue, Menlo Park, California 94025 ($1.00)
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Inservice Teacher Education, *Reading Instruction

A series of three videotapes were prepared to provide inservice training for teachers in the area of instructional objectives in the teaching of reading. This booklet is designed to accompany the tapes. It describes the background of the television teacher, Dr. John McNeil, and gives an introduction to the series, the program's goals, an outline of the content of each tape, and suggests activities to supplement the material covered in each tape. (JY)

ED 054 645 EM 009 237
Midura, Edmund M., Ed.
Why Aren't We Getting Through? The Urban Communication Crisis.
Pub Date 71
Note—191p.
Available from—Acropolis Books, 2400 17th Street, N.W., Washington, D.C. 20009 ($6.95)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, City Government, City Improvement, *City Problems, *Communication Problems, Community Change, *Economically Disadvantaged, *Ghettos, Journalism, *Mass Media, Newspapers, Political Power, Radio, Television, Urban Environment, Urban Slums, Writing
Identifiers—Columbia, Watts Writers Workshop

The ten articles in this book examine the causes and remedies for the apparent communication barrier between the urban poor and the rest of the nation. The articles, written by journalists, businessmen, and community leaders--both black and white, range from a broad based description of the communications behaviors of the urban poor, to attempts to pinpoint the problems of the mass media in trying to reach the urban poor, to suggestions of ways in which the Federal Government can facilitate communication within the city. Two examples of what individuals from the inner city can do to help themselves are presented; Budd Schulberg chronicles the rise of the successful Watts Writers Workshop and Royce Hanson suggests that for "-grass roots" politics to survive we will have to have a far more sophisticated use not only of the traditional communications media, but also the media of political communication, the representative processes, and the structure of government. The last two articles take a look at the future prospects and possibilities of communication in cities; one predicts the future of communication in megalopolis, the other describes the model urban communication plan of the "new city" of Columbia. (JY)

ED 054 646 EM 009 240
Computers in Central Government Ten Years Ahead.
Her Majestys Stationery Office, London (England).
Pub Date 71
Note—178p.
Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, Computer Programs, *Computers, Costs, Data Processing, Estimated Costs, *Governmental Structure, *Institutional Research, Personnel

Needs, Planning, *Policy Formation, *Technological Advancement
Identifiers—*Great Britain

A consultant team made an independent assessment of future prospects for the field of computer use in the central government of Great Britain. They first assessed the level of use of computers at the present time in all governmental agencies. They then forecast the future computer applications which developing technology will permit. They considered the scope for the potential integration of the longer term requirements of government for computers in one comprehensive plan and pointed out what integration will mean in terms of standard codes, classifications, data formats, and terminology. In an attempt to quantify the overall computer requirements of government in the next ten years, they reviewed the staffing requirements for the projected computer facilities and the training programs necessary to meet these requirements. They also reviewed the functions and organization of the governmental agency which is responsible for promoting the use of computers in government, and they looked at the organization of data processing units within other computer-using departments. On the basis of these assessments and projections they made recommendations designed to insure orderly and effective growth in computer applications. (JY)

ED 054 647 EM 009 247
Alternatives for Education Manual.
Alternatives for Education, San Pedro, Calif.
Pub Date 71
Note—45p.
Available from—Alternatives for Education, P.O. Box 1028, San Pedro, California 90733 (500 each, $5.00 yearly)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Boarding Schools, Day Schools, *Directories, Elementary Schools, *Experimental Schools, Private Schools, Secondary Schools

A directory of alternative schools and a list of books and reprints about alternative education are presented. The alternative schools listed are almost all on the West Coast and include both day and boarding schools at the primary and secondary level. The name and address of each school is given along with supplementary material about its educational philosophy, history, and goals. Alternative schools have in common their emphasis on an individual approach to education, and some allow the student to select what, when, and how they will study. In general, they reject the concepts of grading and rigid conformity to curriculum and schedules. (JY)

ED 054 648 EM 009 248
Burnet, Mary
The Mass Media in a Violent World.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—44p.; Reports and Papers on Mass Communication Number 63
Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 ($1.00)
Document Not Available from EDRS.
Descriptors—Adults, Children, Developing Nations, *Mass Media, Media Research, News Media, Programing (Broadcast), Radio, Responsibility, *Symposia, Television, *Violence, World Problems

The United Nations Educational, Scientific and Cultural Organization (UNESCO) sponsored a symposium on the impact of the representation of violence in the mass media on youth and adults. The symposium participants agreed on a working definition of violence as "the use of means of action which are harmful to the physical, psychic, or moral integrity of others." They concurred that while mass media are not the cause of violence in the world, they can, and sometimes do, contribute to the prevention of violence. Representatives of the mass media attending the symposium believed that workers in the media are aware of this responsibility to a large degree. They agreed with other participants, however, that the effects of the information and entertainment presented in the media are not always easy to assess, and they called for valid mass communications research to study not only the effects of media fare, but also the structure, control, and the operation of the media in relation to the societies which they serve. The need was recognized for educating audiences in the interpretation of what is presented by the media so that better information and entertainment programs could be produced. Participants from developing countries asked for help in producing programing to reflect the culture and values of their countries. (JY)

ED 054 649 EM 009 249
Greenberg, Bradley S. Gordon, Thomas F.
Children's Perceptions of Television Violence: A Replication.
Michigan State Univ., East Lansing. Coll. of Communication Arts.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—R-7
Pub Date Jul 71
Note—33p.; Violence in the Media Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aggression, *Commercial Television, *Disadvantaged Youth, Males, Negro Attitudes, Perception, *Race Influences, *Socioeconomic Influences, Stimulus Behavior, Teenagers, Television, Television Research, *Violence

An earlier study (ED 048 772) sought to determine the perceptions of televised violence among pre-teen males from varying racial and socioeconomic backgrounds. In this replication of the study teenage boys were used as subjects. The general method of the study was to show the boys a sequence of television vignettes, comprised of violent and nonviolent scenes. The subjects' responses to the scenes as well as their socioeconomic and race were determined. The earlier study showed a racial factor in the amount of violence perceived, but this study showed no differences among the groups. The earlier study showed an income and race difference in the perceived acceptability of violence, while this study showed only a race difference. Both studies showed that lower socio-economic subjects, black subjects in particular, professed a greater liking for the violent scenes than did other groups. The previous study found an income difference based on the perceived reality of the violent scenes, while this study found both an income and a race difference. This study looked at one additional factor, humor. It was found that youngsters from more disadvantaged homes perceived significantly more humor in the violent scenes. (JY)

ED 054 650 EM 009 250
Hansen, Duncan N. Johnson, Barbara
CAI Myths that Need to Be Destroyed and CAI Myths that We Ought to Create.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—TM-38
Pub Date 30 Jun 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Computers, *Educational Finance, *Educational Planning, *Management Information Systems, Programed Materials, Programing Languages, Simulation, Teaching Methods

Five widely-held myths about computer-assisted instruction (CAI) are exposed: 1) the teacher is the total instruction, 2) the CAI computer is designed for instruction, 3) there is one best CAI language for computer usage, 4) the biggest cost of CAI is machinery, and 5) a lack of learning materials exists in CAI. A framework for understanding, conceptualizing, and integrating major educational functions via information management systems (IMS) is proposed. IMS has the following primary functions: information retrieval of administrative and institutional data; training requirements for personnel; and computer support of instruction via computer-managed instruction (CMI), CAI, and learning simulation. (JY)

ED 054 651 EM 009 251
Brown, Bobby R. O'Neil, Harold F.
Computer Terminal Selection: Some Instructional and Psychological Implications.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—TM-37
Pub Date 15 May 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anxiety, *Computer Assisted Instruction, *Cost Effectiveness, *Input Output Devices, *Intermode Differences, Low Ability Students

Factors which have previously provided the basis for decisions as to the use of CRT (cathode ray tube) of teletype terminals in computer-assisted instruction (CAI) may be decreasing in importance. Specifically, differential cost factors and teleprocessing capability may no longer provide a basis for differentiating between CRTs and teletypes. In this paper several experiments are reviewed, and the instructional and psychological implications of instructional terminals are discussed. The major terminal characteristics discussed are cost, teleprocessing capability, presentation, rate, and display mode. The major instructional and psychological implications discussed are device memory load factors and instructional time and efficiency. Student characteristics of intelligence and anxiety are discussed in relation to instructional terminal characteristics. (Author)

ED 054 652 EM 009 252
Lawler, R. Michael
An Investigation of Selected Instructional Strategies in an Undergraduate Computer-Managed Instruction Course.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—TR-19
Pub Date 30 Apr 71
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Branching, *Computer Assisted Instruction, Conventional Instruction, Criterion Referenced Tests, Individual Differences, Individualized Instruction, *Instructional Design, Intermode Differences, Learning Characteristics, Post Testing, *Teaching Methods, Undergraduate Study

For this study of the effects of different instructional strategies in computer-managed instruction (CMI), undergraduates in a 10-week health education course were assigned to either a control group or to one of three CMI treatments: a remedial prescription-forced mastery group, a remedial precription-forced progression group, and a forced progression group. After the administration of a pretest and other evaluating measures, CMI students proceeded with their off-line study of each module of the course while the control group attended lectures and discussion groups. CMI students took a posttest at the computer terminal and were given further directions based on the results of this posttest coupled with the strategy assigned to their treatment group. Final test results indicated that the forced mastery group did best, although all CMI groups did better than the control group on the final examination, and that there were no significant differences in study time or number of days used to complete the module posttests among the CMI groups. In addition, results suggested that the learning strategies used by students were influenced by the course content or the instructional method or both. (Author/SH)

FL

ED 054 653 FL 002 305
Statement of Qualifications and Guidelines for Preparation of Teachers of English to Speakers of Other Languages in the United States.
Teachers of English to Speakers of Other Languages.
Pub Date [Jun 71]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Education, Applied Linguistics, Cultural Education, *English (Second Language), General Education, *Guidelines, Language Skills, Literature, Native Speakers, Non English Speaking, Objectives, *Professional Education, Qualifications, Standards, *Teacher Education, *Teacher Qualifications, Teaching Methods

The guidelines established here are specifically for the preparation of teachers of English to

speakers of other languages. The article does not present a set curriculum or recommend a series of course titles. After a brief discussion of the preparation of the American school teacher, the guidelines deal specifically with the English as a second language (ESL) teacher, listing objectives in American schools, personal qualities, attitudes, skills, experience, and knowledge. The minimal objectives of an ESL teacher-education program are given along with the features of such a program. There is a rating chart for judging the qualifications of ESL teachers in the areas of applied linguistics, culture and civilization, and professional knowledge. The chart also considers the language skill qualifications of ESL teachers who are non-native speakers of English. (VM)

ED 054 654 FL 002 333
Ravem, Roar
The Development of Wh-Questions in First and Second Language Learners.
Essex Univ., Colchester (England). Language Centre.
Pub Date Dec 70
Note—26p.; Occasional Papers 8, p16-41
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, *Children, Cognitive Processes, Deep Structure, English (Second Language), Function Words, *Language Development, Learning Theories, Linguistic Competence, Phrase Structure, Psycholinguistics, *Second Language Learning, Structural Analysis, Tables (Data), *Transformation Generative Grammar, Transformations (Language)

It is possible to examine the development of English wh-questions in first and second language learners and to detect regularities in the order of emergence of certain linguistic structures. It is also possible to speculate whether the stages in language acquisition correspond to the transformational derivation in transformational grammar. The English-speaking author reports here on the English-language development of his two Norwegian-speaking children as seen in wh-questions. Particular difficulties are noted and discussed. Examining these processes points out the need for a more comprehensive language-learning theory which considers general cognitive factors along with linguistic mechanisms. Tables demonstrating wh-capability and development are included along with a bibliography. (VM)

ED 054 655 FL 002 352
Krohn, Robert
The Vowel Shift Rule in English.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Dec 70
Note—14p.; In Working Papers in Linguistics, v2 n9 p141-154 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, *Descriptive Linguistics, *English, Language Patterns, Linguistic Theory, Phonemics, Phonetics, *Phonology, *Structural Analysis, *Vowels

When considering vowel alternations in English, it is possible to develop a less abstract vowel system than the one developed by Chomsky and Halle by using their laxing rule as the input for a restrictive vowel-shift rule which accounts for the relative height of alternating vowels in alternations such as divine-divinity, extreme-extremity, sane-sanity. The underlying representation of these vowels is tense. After the application of the Chomsky-Halle Trisyllabic Laxing Rule, the vowels are lax and are affected by the vowel-shift rule, restricted in scope so that it will cover only lax vowels that participate in alternations. This can be done by restricting the application of the rule to lexical items that have been specially marked. The result is a rule that has plus-rule features which allow a less complicated underlying interpretation. (VM)

ED 054 656 FL 002 353
Higa, Masunori
The Sociolinguistic Significance of Borrowed Words in the Japanese Spoken in Hawaii.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Dec 70
Note—16p.; In Working Papers in Linguistics, v2 n9 p125-140 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American English, Bilingualism, Conceptual Schemes, Cultural Differences, English (Second Language), Intonation, *Japanese, Japanese American Culture, *Japanese Americans, Language Instruction, Language Research, Linguistic Theory, *Nominals, Phonology, Regional Dialects, Second Language Learning, Semantics, *Sociolinguistics, *Vocabulary
Identifiers—Hawaii

Studying the lexical borrowing of the Japanese community living in Hawaii inspires several hypotheses in the field of sociolinguistics. The use of borrowed words is a linguistic device to create a new Japanese dialect--Hawaiian Japanese. The borrowed words reflect the process and degree of social and psychological adjustment to the new cultural environment. Words of conjunctive and disjunctive concepts are individually borrowed to meet various lexical needs; words of relational concepts are borrowed as conceptual systems. From the sociolinguistic point of view, the most important words in a language are those related to kinship relations, social relations, time, and quantity. Further investigation of lexical borrowings in other geographical areas would prove interesting. The study of lexical borrowing is worthwhile for the field of foreign language teaching. (VM)

ED 054 657 FL 002 354
Oh, Choon-Kyu
Spurious Counterexamples to the Complex NP Constraint, Including a "Variably Crazy Rule" in Korean Syntax.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Dec 70
Note—20p.; In Working Papers in Linguistics, v2 n9 p105-124 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, Descriptive Linguistics, English, *Korean, Language Universals, *Nominals, *Phrase Structure, Sentences, Sentence Structure, *Structural Analysis, Structural Grammar, Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language)

In order to make linguistically significant generalizations in formulating transformational rules, a limited number of variables must be used. Such a limitation rule is the Complex Noun Phrase (NP) Constraint, active in English and, according to claims, universal. The fact that Korean synta, which is greatly different from English, also requires such a constraint supports the claim of the universality of this rule. Apparent violations of the Complex NP Constraint in Korean may be attributed to two successive processes, which, when combined, do not contradict the rule. Rule-simplification, one of the major forces in linguistic change, is at work in the application of rules here. A list of references is provided. (VM)

ED 054 658 FL 002 355
Grace, George W.
Notes on the Phonological History of the Austronesian Languages of the Sarmi Coast.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Dec 70
Note—50p.; In Working Papers in Linguistics, v2 n9 p55-104 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consonants, Contrastive Linguistics, *Diachronic Linguistics, Glottochronology, *Language Classification, *Language Research, *Malayo Polynesian Languages, Morphology (Languages), Phonemics, *Phonology, Verbs, Vocabulary, Vowels

This study analyzes the sound correspondences of six Oceanic languages using reconstructed forms from Proto-Oceanic as a frame of reference. Sobei, Wakde, Masimasi, Anus, Bojgo, and Tarpia provide the cognates used in the analysis. Consonants and vowels are analyzed, and sound correspondences are examined for regularity of development and possible statements of generality. Canonical forms are also dicussed and compared. A large number of individual segments cannot be fully explained because the list of available cognates is small. There seem to be many more conditioned changes than have been found in many Oceanic languages. More information is needed, and more serious field study is recommended. The list of cognates used is included along with a list of references. (VM)

ED 054 659 FL 002 381
Berger, Louis S. And Others
A Methodology to Achieve Secure Administration of English Comprehension Level Tests--Phase 1. Final Report.
Southwest Research Inst., San Antonio, Tex.
Spons Agency—Defense Language Inst., Lackland AFB, Tex. English Language Branch.
Report No—SwRI-P-13-2825
Pub Date 10 May 71
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Computer Programs, Computers, Digital Computers, *English (Second Language), Estimated Costs, Item Analysis, *Language Tests, Native Speakers, Psychometrics, Second Language Learning, *Tables (Data), *Test Construction

This report analyzes a two-step program designed to achieve security in the administration of the English Comprehension Level (ECL) test given by the Defense Language Institute. Since the ECL test score is the basis for major administrative and academic decisions, there is great motivation for performing well, and student test compromise is prevalent, especially on tests given in the students' own country. The best way to combat compromise is to have a large number of test forms. This report first presents an analysis of the estimated cost of test compromise. There is a discussion of how the problem was handled, and a formula for estimating the cost of compromise is given. The second part of the study describes the development of conceptual tools and computer programs to enable a digital computer to generate valid ECL test-item lists in quantity. Details and statistics are provided along with a discussion of the computer methodology. (VM)

ED 054 660 FL 002 393
Starosta, Stanley
Some Lexical Redundancy Rules for English Nouns.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Dec 70
Note—37p.; In Working Papers in Linguistics, v2 n9 p1-37 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case (Grammar), Componential Analysis, Deep Structure, Descriptive Linguistics, *English, Language Patterns, Language Universals, Linguistic Theory, Morphology (Languages), *Nominals, Phonology, Phrase Structure, Pronouns, *Redundancy, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language)

In line with current thinking in transformational grammar, syntax as a system can and should be studied before a study is made of the use of that system. Chomsky's lexical redundancy rule is an area for further study, possibly to come closer to defining and achieving explanatory adequacy. If it is observed that English nouns come in two types, with the members of one set differing from the members of the other by a constant phonological and semantic increment, it is possible to note a generality by choosing one of each pair of nouns to represent both in the lexicon and then construct rules allowing for the general similarity. When all the regular relations between lexical items are expressed, the result is a set of simplified lexical entries, each one an abbreviation for one or more fully specified lexical items, and a set of redundancy rules expressing the relevant generalities and subgeneralities of the lexicon. Given here are the major types of lexical redundancy rules for English nouns and what they can accomplish. Actual rules and examples are provided. A list of references is included. (Author/VM)

ED 054 661 FL 002 459
Strain, Jeris E.
English Language Instruction in Iran.
New York State English Council.
Pub Date Apr 71
Note—8p.; Special Anthology Issue and Monograph 14
Journal Cit—English Record; v21 n4 p31-38 Apr 71
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Bilingualism, *Educational Policy, *Educational Programs, *English (Second Language), International Education, International Programs, *Language Instruction, Language Skills, Learning Motivation, Persian, *Teacher Education, Teaching Skills, Teaching Techniques
Identifiers—*Iran, Pahlavi University

This article discusses English-language programs in Iran and their shortcomings. Teachers

are inadequately prepared, classrooms are overcrowded, materials are not properly used, and basic writing skills have not been taught. To overcome these problems, the language skills of the teachers must be developed and teachers must be acquainted with modern techniques of foreign-language teaching. Some university programs have been improved. The greatest motivation to developing English-language programs comes from the wealth of scientific and technological knowledge that now exists in English. (VM)

ED 054 662 FL 002 485
Ramirez, Alfonso R.
H-200 Plus Five.
Pub Date 6 Mar 71
Note—6p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Bilingual Education, *Classroom Materials, Curriculum Development, Elementary Education, *English (Second Language), Filmstrips, Fles, Fles Materials, *Language Instruction, Language Patterns, Language Skills, Oral Expression, Pattern Drills (Language), *Primary Grades, Reinforcement, Second Language Learning, Spanish Speaking, Test Construction
Identifiers—Project H-200, Region One Curriculum Kit, ROCK
Project H-200 is a series of English-as-a-second-language (ESL) lessons for the primary grades. To supplement direct language instruction by the Project H-200 classroom teacher, two mechanical aids have been devised. These units are designed to reinforce the language patterns that the children learn in the daily lesson. One type projects a filmstrip which is advanced automatically and inaudibly by the accompanying recording. Stories interesting to small children have been adapted for this machine. Songs and language drills accompany each story. Each story has a Spanish and an English version. The other unit, which plays back a six-second recording on individual, illustrated cards, permits endless repetitions of each recorded utterance but does not guarantee a fixed sequence of illustrations and sounds. Additional activities, songs, and games have also been created. Testing has been modified into a telephone-circuit arrangement with the examiner and tape recorder, the subject, and a third party. This system permits the examiner to ask the subject questions that are perfectly normal and avoids unnatural statements such as "Ask me what my name is." (VM)

ED 054 663 FL 002 499
Hensley, Anne
Black High School Students Evaluations of Black Speakers.
Pub Date [70]
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, Analysis of Variance, *Attitude Tests, Comparative Analysis, Cultural Differences, Cultural Pluralism, Ethnology, Measurement Techniques, Minority Groups, *Negro Dialects, *Nonstandard Dialects, Personality Assessment, Racial Attitudes, Self Concept, Social Dialects, *Sociolinguistics, Statistics, Student Attitudes, Tables (Data)
This study examines the attitudes which black high school students hold toward other blacks when they speak standard English and when they speak black English. Tenth-grade black students listened to recordings of black speakers, each using both standard English and black English for the same text. The students were asked to judge the speakers on several personality characteristics, such as friendly, honest, unselfish, intelligent, good looking, lucky, etc. The statistical results provide a measurement of attitudes that the students hold toward the dialects used in the test. According to the results, there is an overwhelming preference for speakers of standard English. The context of the experiment must be considered along with the results, and reasons for the results should be questioned. Black students and teachers need to be taught what linguists have discovered--that black English is a valid and systematic language and that it is an imminently suitable medium of expression. (Author/VM)

ED 054 664 FL 002 501
Bracy, Maryruth, Ed.
Workpapers [in[Teaching English as a Second Language, Volume IV.
California Univ., Los Angeles.
Pub Date Jun 70
Note—130p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Applied Linguistics, Bilingual Education, Communication (Thought Transfer), Computers, Cultural Education, Curriculum Development, Elementary Grades, *English (Second Language), *Language Instruction, Language Proficiency, Language Tests, Literature, School Personnel, *Second Language Learning, Structural Analysis, Teacher Education, *Teaching Methods
This is the 1970 volume of working papers related to the field of teaching English as a second language (TESL). Several articles concern topics on language instruction: the art of language teaching, bilingual education, literature study, composition writing, testing by dictation, problems of elementary school teachers, English curriculums for non-English speakers, computer applications and second language learning. Other articles concern language-teacher preparation: suggested areas of research by Masters-Degree students, programs for specializing in teaching English to the disadvantaged in American schools, and staffing schools in developing countries. Papers on linguistic theory include diacritics in modern English graphology and the pragmatics of communication. Abstracts of masters theses approved during the year are also included. (VM)

ED 054 665 FL 002 502
Rand, Earl, Ed.
Workpapers in English as a Second Language, [Volume II].
California Univ., Los Angeles.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Apr 68
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, *Applied Linguistics, *Bilingual Education, Curriculum Development, *English (Second Language), Grammar, Language Tests, Language Usage, Morphology (Languages), Multilingualism, Pattern Drills (Language), Pronunciation Instruction, *Second Language Learning, Sentences, Short Stories, Structural Analysis, Structural Linguistics, *Teaching Methods, Textbook Selection
This volume presents the 1968 collection of working papers in the field of teaching English as a second language (TESL). It includes discussions of several practicalities in the field of English language teaching such as choosing literature and short stories for non-native speakers, criteria for selecting textbooks, educational problems involved in TESL, language learning among the Navaho, English language teaching at home and abroad, TESL in a planned multilingual situation, and free recall of orally presented sentences as a test of English competence. Several articles discuss applied linguistic theory on such diverse topics as the role of rules in second language learning, teaching pronunciation, and a rationale for teaching a second language. (VM)

ED 054 666 FL 002 503
Bracy, Maryruth, Ed.
Workpapers in English as a Second Language, [Volume III].
California Univ., Los Angeles.
Pub Date May 69
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Amharic, *Applied Linguistics, Classroom Techniques, Descriptive Linguistics, Elementary School Students, *English (Second Language), *Language Skills, Learning Motivation, Literacy, Literary Styles, Perception, Poetry, Pronunciation Instruction, Secondary Grades, *Second Language Learning, Social Dialects, Sociolinguistics, Structural Analysis, Student Attitudes, *Teaching Methods
This volume contains the 1969 working papers on subjects related to teaching English as a second language (TESL) and abstracts of Masters Theses completed by students studying TESL. Several articles discuss teaching and learning a second language and practical considerations in second language learning such as reading and writing skills, the use of poetry, the concept of style among elementary school children, and procedures and objectives for analyzing classes. One article concerns attitudes toward the teaching of a particular pronunciation of English, and another discusses the role of the Prague School in the development of foreign language teaching. One study provides a comparison of the relative control of English and Amharic by eleventh-grade Ethiopian students. (VM)

ED 054 667 FL 002 505
Snow, James A.
Levantine Arabic: Introduction to Pronunciation.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date 71
Note—107p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1364, $1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Applied Linguistics, *Arabic, *Articulation (Speech), Comparative Analysis, Contrastive Linguistics, Dialects, Imitation, *Instructional Materials, Interference (Language Learning), Pattern Drills (Language), *Pronunciation Instruction, *Second Language Learning, Tape Recordings, Textbooks, Transformations (Language), Verbs
This introduction to Levantine Arabic pronunciation is designed to teach the student to recognize the major points of phonological interference between Levantine Arabic and American English, as well as the significant phonological contrasts within the dialect of Arabic itself, and to provide the student with a model for mimicry. Tape recordings accompany the nineteen drill sections. The words chosen for the drills are mostly verbs with a heavy literary bias; meaning and normal colloquial usage (aside from pronunciation) are not important here. Within each section, a drill-sequence is followed so that the student first practices hearing the sound or contrast; then he is given a chance to mimic it. The seven types of drills used are familiarization, reading, dictation, discrimination, recognition, mimicry, and transformation. (Author/VM)

ED 054 668 48 FL 002 508
Yates, Warren G. And Others
Lao Basic Course, Volume 2.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—378p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1369, $2.75)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Audiovisual Aids, *Cross Cultural Training, Cultural Context, Cultural Education, *Instructional Materials, Language Instruction, Language Proficiency, Language Skills, Language Usage, *Lao, Modern Languages, *Second Language Learning, Sino Tibetan Languages, *Textbooks
This second volume on Lao is designed as the continuation of the introductory material presented in volume one. The objectives are to produce greater proficiency in the use of Lao and, at the same time, to provide a general introduction to Laotian culture. The course is divided into six modules concerning various aspects of culture: physical environment, social setting, artistic expression, economy, political setting, and national security, Each module is a self-contained unit with an introduction to the material in English, a series of selections in Lao relating to the module, and relevant charts, pictures, and diagrams. Selected Lao newspaper articles are included along with a bibliography and glossary. (VM)

ED 054 669 FL 002 517
Espinoza, Marta
Cultural Conflict in the Classroom.
Pub Date 4 Mar 71
Note—7p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 4, 1971 and the Chicano Views Convention, Dominican College, San Rafael, Calif.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, *Cross Cultural Training, Cultural Differences, *Culture Conflict, Dropouts, English (Second Language), *Mexican Americans, Minority Groups, Self Concept, Spanish Speaking, Student Alienation, Student Attitudes, *Teacher Attitudes
Identifiers—Mexican American Education Project, Sacramento State College
A cultural conflict occurs between the Mexican-American child and the Anglo teacher within the classroom situation. Punishment for adherence to his own culture results in loss of identity for the Mexican-American child and increases his tendency toward what may be termed deviant behavior. The more weighted the school curriculum is toward the middle-class Anglo expectations, the more difficult it will be for the Mexican-American child to participate. Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures have made and can make toward enriching the American way of life. A positive atmosphere toward the Mexican-American must be established and the cultural gap must be bridged; total acceptance of the validity of another culture is what should and must be the end goal. (VM)

ED 054 670 FL 002 518
Specialized Language Activities: End of Budget Period Report, 30 June 1971.
Oxford Hills High School, South Paris, Maine.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Jun 71
Grant—OEG-0-8-055420-2934-056
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American English, *Audiovisual Communication, *Disadvantaged Youth, Film Production, Language Arts, *Language Skills, Learning Motivation, *Oral Expression, *Program Evaluation, Role Playing, Secondary Education, Self Concept, Student Attitudes, Student Participation, Television, Video Tape Recordings, Visual Acuity, Visual Arts
Identifiers—Tennessee Self Concept Scale
This report evaluates the third year of a Specialized Language Activities program conducted for students who demonstrated poor usage and command of English. The activities are designed to motivate the students to use oral language. The report provides a detailed description of the activities and how they are conducted. It provides statistical data on the progress made by students in the areas of self concept, group work, response to films and television, reading and writing ability, oral language facility, I.Q., and attitude toward school. A summary of results is given. Tables showing the statistical results and a bibliography on educating the disadvantaged are included. Remarks on personnel, community involvement, evaluation, dissemination, budget, and finance are provided. (VM)

ED 054 671 FL 002 519
Young, Robert B.
Contributions of the Latin American TESOL Experience.
Pub Date 6 Mar 71
Note—10p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Curriculum Development, *English (Second Language), Interference (Language Learning), International Education, International Organizations, *International Programs, *Language Instruction, *Language Programs, Spanish Americans, *Spanish Speaking, Teacher Education
Identifiers—Latin America, Mexico City Binational Center
The Latin American experience in teaching English to speakers of other languages (TESOL) differs from the United States experience in a number of ways. In Latin America, the native language is Spanish or Portuguese, and student background is much more homogeneous. TESOL began earlier in Latin America and the need there is greater. Effective TESOL instruction in Latin America often lies outside the realm of the governmental educational system, and much of it is accomplished through binational centers which receive support from the United States government. Teacher preparation is not as sophisticated, and teaching procedures are often based on pragmatism rather than linguistic theory. The Teachers of English to Speakers of Othe Languages should organize a department for teaching English to speakers of Spanish (TESS) and should design programs for that particular area. The organization should broaden its scope and not limit itself to problems of American teachers or to students in the United States. (VM)

ED 054 672 FL 002 537
Goodman, Frank M. Stern, Carolyn
Bilingual Program Evaluation Report, ESEA Title VII, 1970-1971.
Compton City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audiolingual Methods, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, Citizenship Responsibility, Classroom Materials, Community Involvement, *Curriculum Development, *English (Second Language), Ethnology, Language Skills, *Mexican Americans, *Program Evaluation, Second Language Learning, Self Concept, Social Change, Sociolinguistics, Spanish Speaking
This report presents an evaluation of a bilingual education plan in its second year of operation. The major emphasis is on establishing a comprehensive, experimental, educational program utilizing the native language abilities of Spanish-speaking children as the primary medium of instruction until such time as the student is bilingual and capable in both English and Spanish. The program's hypothesis and design are discussed as are the personnel involved. The program and its scope are described, as are the bilingual-bicultural curriculum; acquisition, adaptation, and development of materials; and procedures for kindergarten and first and second grades. Community involvement and bilingual education as a tool for positive social change are considered. Finally, there is a discussion of staff development, budget requirements, and results. (VM)

ED 054 673 48 FL 002 538
Augerot, James E. Popescu, Florin D.
Modern Romanian. Limba Romana.
Washington Univ., Seattle.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1077
Pub Date 71
Contract—OEC-9-8-001077-099
Note—338p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Basic Skills, *Graduate Study, Intonation, *Language Instruction, Pronunciation Instruction, Reading Materials, Romance Languages, *Romanian, Second Language Learning, Semantics, Syntax, *Textbooks, Universities, Vocabulary Development
This manual is intended for advanced university students in America who are learning Romanian as a third language. Part One is based upon an oral approach, each lesson containing a preparatory section in which the student is simultaneously introduced to pronunciation, intonation, and new semantic and syntactic structures. The second portion of the book shifts the emphasis from conversation to vocabulary acquisition by means of extensive reading selections. The 32 lessons are followed by an appendix containing a guide to pronunciation and inflection. A glossary is included. (RL)

ED 054 674 FL 002 539
Cohen, David
Etudes de linguistique semitique et arabe (Studies of Semitic and Arabic Linguistics).
Pub Date 70
Note—178p.; Series Practica 81
Available from—Mouton Publishers, 182 Van Aerssenstraat, The Hague 2076, Netherlands ($16.12)
Document Not Available from EDRS.
Descriptors—*Arabic, Arabs, *Dialect Studies, Language Classification, *Language Research, *Linguistic Theory, Phonology, Regional Dialects, *Semitic Languages, Sociolinguistics, Structural Grammar, Vocabulary, Vowels
Identifiers—Koine, Maghreb Countries, Malta
Various aspects of Arabic and Semitic linguistics are discussed in this text. The nine chapters include: (1) fundamental Semitic vocabulary and the classification of southern dialects; (2) observations on nominal derivation by affixation in several Semitic languages; (3) an automatic analysis of literary Arabic; (4) "Addad" and linguistic ambiguity in Arabic; (5) ambivalence, indifference, and the neutralization of sememes: synchronic and diachronic aspects; (6) "Koine," common languages and Arabic dialects; (7) the phonological system of the Maltese; synchronic and diachronic aspects; (8) the two Arabic dialects of Tunisia: comparative phonological notes; and (9) the short vowel system in the Maghreb dialects. (RL)

ED 054 675 48 FL 002 543
Matson, Dan M.
The Oriya Language Textbook Series, Volume One: Introduction to Oriya.
Cornell Univ., Ithaca, N.Y.; Michigan State Univ., East Lansing. Asian Studies Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 71
Contract—OEC-5-14-019
Note—89p.; South Asia Series, Occasional Paper No. 15
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Ethnic Groups, Form Classes (Languages), Grammar, Grammar Translation Method, *Instructional Materials, *Language Instruction, *Language Patterns, *Listening Comprehension, Modern Languages, Orthographic Symbols, Romanization, Second Language Learning, Spelling, Teaching Methods, Traditional Grammar, Translation, *Uncommonly Taught Languages, Unwritten Language
Identifiers—India, *Oriya
Oriya, a language spoken by approximately 14 million Indians who live along the coast of the Bay of Bengal, is the subject of this introductory language text. The basic, grammatical framework of Oriya is developed in this volume. Presentation of the orthographic system is achieved through the Romanization of the Oriya alphabet. Short dialogues with translated English versions serve as the basis of each chapter's work. Translation exercises are included in each of the 13 lessons. A transition from the Romanized transcription to Oriyan calligraphy is gradually developed for the beginning student. For the companion documents see FL 002 544, FL 002 545, FL 002 546, FL 002 547, FL 002 548, FL 002 549, and FL 002 599. (RL)

ED 054 676 48 FL 002 544
Matson, Dan M., Ed. Mahapatra, B. P., Ed.
The Oriya Language Textbook Series, Volume Three: Graded Readings in Oriya.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthologies, Cultural Education, Indo European Languages, *Instructional Materials, *Language Instruction, Literature, Modern Languages, *Reading Materials, *Short Stories, Supplementary Reading Materials, Textbooks, *Uncommonly Taught Languages
Identifiers—India, *Oriya
The 13 stories in this collection were selected on the basis of their readability for beginning students of Oriya. This collection and its companion glossary form the first part of the series of materials designed to follow "Basic Lessons in Oriya" and "The Oriya Writing System." The order in which the stories are presented is determined on the basis of each story's length, the size and nature of its vocabulary, and grammatical complexity. A glossary is included as a separate volume. Th script of the text is entirely in Oriya. For the companion documents see FL 002 543, FL 002 545, FL 002 546, FL 002 547, FL 002 548, FL 002 549, and FL 002 599. (RL)

ED 054 677 48 FL 002 545
Matson, Dan M. Mahapatra, B. P.
The Oriya Language Textbook Series, Volume Four: Graded Readings in Oriya—Glossary.
Cornell Univ., Ithaca, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—217p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Glossaries, Indo European Languages, *Language Instruction, Language Patterns, Literature, Modern Languages, *Reading Materials, Second Language Learning, Supplementary Reading Materials, *Textbooks, *Uncommonly Taught Languages, Vocabulary, Word Frequency, Word Lists
Identifiers—India, *Oriya

This volume, the fourth in a series of textbooks on the Oriya language, is a glossary for each of the stories found in the "Graded Readings in Oriya" in the Oriya Language Textbook Series. The glosses are arranged in the order in which the stories are placed within the series. Words are glossed in the story in the order of their first occurrence. Each entry in the glossary is keyed to the text by page and line location of the material to which the entry pertains. A chart correlating and contrasting the Oriya writing system with the two systems used in the series for transliterating the language is included. For the companion documents see FL 002 543, FL 002 544, FL 002 546, FL 002 547, FL 002 548, FL 002 549, and FL 002 599. (RL)

ED 054 678 48 FL 002 546
Matson, Dan M., Ed. *Mahapatra, B. P., Ed.*
The Oriya Language Textbook Series, Volume Five: Oriya Short Stories.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthologies, Cultural Education, Indo European Languages, *Instructional Materials, *Language Instruction, Literature, Manuscript Writing (Handlettering), Modern Languages, *Reading Materials, *Short Stories, Textbooks, *Uncommonly Taught Languages, Vocabulary Development
Identifiers—India, *Oriya

This collection of eight short stories is intended to follow the text "Graded Readings in Oriya" in the Oriya Language Textbook Series. The following volume is a glossary which accompanies this collection. Three of the stories, however, are not glossed. The order in which the stories are presented is determined on the basis of each story's length, the size and nature of its vocabulary, and its grammatical complexity. This grading is intended to contribute to the student's development of reading efficiency and vocabulary. Each of the stories appears in Oriyan calligraphy. For the companion documents see FL 002 543, FL 002 544, FL 002 545, FL 002 547, FL 002 548, FL 002 549, and FL 002 599. (RL)

ED 054 679 48 FL 002 547
Matson, Dan M. *Mahapatra, B. P.*
The Oriya Language Textbook Series, Volume Six: Glossary to Oriya Short Stories.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date Jun 70
Contract—OEC-5-14-019
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Glossaries, Indo European Languages, *Instructional Materials, *Language Instruction, Language Patterns, Literature, Modern Languages, Reading Materials, Second Language Learning, *Short Stories, Textbooks, *Uncommonly Taught Languages, Vocabulary, Word Frequency, Word Lists
Identifiers—India, *Oriya

This glossary to the text "Oriya Short Stories" in the Oriya Language Textbook Series is intended to serve as a stimulus to the student to help him further develop his vocabulary range. The serial arrangement of the glosses provides vocabulary clues for each of the stories in the order in which the stories are arranged in the series. Within each story, the words are found glossed in the order of their first occurrence. Each entry in the glossary is keyed to the text by the page and line location of the material in the text to which the entry pertains. A chart correlating and contrasting the Oriya writing system with the two systems used in the series for transliterating the language is included. For the companion documents see FL 002 543, FL 002 544, FL 002 545, FL 002 546, FL 002 548, FL 002 549, and FL 002 599. (RL)

ED 054 680 48 FL 002 548
Matson, Dan M. *Mahapatra, B. P.*
The Oriya Language Textbook Series, Volume Seven: Glossary to Three Oriya Novels.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—243p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Glossaries, Indo European Languages, *Language Instruction, Language Patterns, Literature, Modern Languages, *Novels, Reading Materials, Second Language Learning, Supplementary Reading Materials, Textbooks, *Uncommonly Taught Languages, Vocabulary, Word Frequency, *Word Lists
Identifiers—India, *Oriya

This glossary to the text "Three Oriya Novels" in the Oriya Language Textbook Series is intended to serve as a stimulus to the student to help him further develop his vocabulary range. The serial arrangement of the glosses provides vocabulary clues for each of the stories in the order in which the stories are presented. Within each of the novels, the words are found glossed in the order of their first occurence. Each entry in the glossary is keyed to the text by the page and line location of the material in the text to which the entry pertains. A chart correlating and contrasting the Oriya writing system with the two systems used in the series for transliterating the language is included. For the companion documents see FL 002 543, FL 002 544, FL 002 545, FL 002 546, FL 002 547, FL 002 549, and FL 002 599. (RL)

ED 054 681 48 FL 002 549
Matson, Dan M.
The Oriya Language Textbook Series, Volume Eight: Oriya Word Count.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 70
Contract—OEC-5-14-019
Note—255p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Basic Skills, *Basic Vocabulary, Indo European Languages, *Instructional Materials, *Language Instruction, Literature, Modern Languages, Romanization, Second Language Learning, *Uncommonly Taught Languages, Vocabulary, *Word Lists
Identifiers—India, *Oriya

This volume reports the findings of a word frequency count for all selections in the Oriya textbook series including the 13 stories in "Graded Readings in Oriya," the eight stories in "Oriya Short Stories," and each of the three Oriya novels. The report is presented in the form of a grid. Each entry in the grid gives the number of a particular word in a particular story. The author suggests that students may wish to use the word count as a checklist to test his control of the vocabulary for any of the stories listed. Some 5,683 items are listed. For the companion documents see FL 002 543, FL 002 544, FL 002 545, FL 002 546, FL 002 547, FL 002 548, and FL 002 599. (RL)

ED 054 682 FL 002 550
Chastain, Kenneth
The Development of Modern-Language Skills: Theory to Practice. Language and the Teacher: A Series in Applied Linguistics, Volume 14.
Pub Date 71
Note—416p.
Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($7.50)
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Classroom Techniques, Cognitive Objectives, Evaluation, Instructional Materials, *Instructional Program Divisions, *Language Instruction, Language Research, Learning Processes, Lesson Plans, Listening Comprehension, *Modern Languages, Reading, Speaking, *Teaching Guides, *Teaching Methods, Writing

This text, intended to assist the individual teacher in developing the basic ingredients of his own repertoire of effective teaching skills, provides a wide-ranging examination of language instruction beginning with a critical review of both audiolingual and cognitive theory and practice and concludes with an extensive discussion of the four language skills. Principal chapters concerning instructional theory include: (1) historical perspectives (2) audiolingual and cognitive teaching, (3) audiolingual theory, (4) cognitive theory, (5) first language learning, and (6) research. The second major division covering instructional practice contains chapters on: (1) listening comprehension, (2) reading, (3) speaking, (4) writing, (5) general guidelines, (6) lesson planning, (7) classroom activities, and (8) evaluation. An annotated bibliography and index are provided. (RL)

ED 054 683 FL 002 555
Arabic Basic Course: Basic Dialogues for Airport Facilities.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01AD47
Pub Date Aug 71
Note—36p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, *Arabic, Foreign Countries, Idioms, *Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Military Air Facilities, Modern Languages, Semitic Languages, Speech Skills, Vocabulary, *Vocabulary Development

This booklet is intended for use as supplementary material in the Advanced Phase of the "Arabic Basic Course," developed and implemented at the Defense Language Institute. The purpose of this book is to acquaint students with specialized airport terminology pertaining to takeoff and landing procedures directed in modern, standard Arabic. The dialogues, presented in English and in handwritten Arabic, include: (1) preparation for takeoff, (2) normal landing, (3) emergency landing, (4) touch-and-go, (5) aircraft arrival, (6) extreme approach, (7) request for weather, (8) parking instruction, (9) takeoff and switch to channel, and (10) changing runway. (RL)

ED 054 684 FL 002 556
Czech Basic Course: Air Force Dialogues.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01CZ47
Pub Date Jul 71
Note—23p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, *Czech, Foreign Countries, Idioms, *Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Military Air Facilities, Modern Languages, Slavic Languages, Speech Skills, Vocabulary, *Vocabulary Development

This is one of a series of supplementary materials used in the final phase of the "Czech Basic Course" developed and implemented at the Defense Language Institute. The purpose of this text is to acquaint students with specialized airport terminology pertaining to takeoff and landing precedures conducted in Czech. The dialogues, presented in English and Czech, include phraseology covering: (1) departure control, (2) beacon identification, (3) high altitude jet penetration, (4) arriving control, (5) circling approach, (6) final control, and (7) examples of trend information. (RL)

ED 054 685 FL 002 557
Chinese-Mandarin: Basic Dialogues for Airport Facilities.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01CM47
Pub Date Jul 71
Note—21p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, Chinese, Foreign Countries, *Idioms, Instructional Materials, Language Instruction, *Language Patterns, Listening Comprehension, *Mandarin Chinese, *Military Air Facilities, Modern Languages, Sino Tibetan Languages, Speech Skills, Vocabulary, *Vocabulary Development
This booklet seeks to introduce basic dialogues for utilization at airport facilities. The English version of the phraseology is provided with the Chinese Mandarin text. The phraseology includes material on: (1) departure control, (2) high altitude penetration, (3) beacon identification, (4) arrival control, (5) circling approach, (6) final control, and (7) trend information. (RL)

ED 054 686 FL 002 560
Thai Basic Course: Workbook, Reading and Translation Exercises, Lessons 1-80.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01TH47
Pub Date Jun 71
Note—165p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Basic Skills, Instructional Materials, Intensive Language Courses, *Language Instruction, Modern Languages, Reading Development, Reading Skills, Sino Tibetan Languages, *Thai, *Translation, Workbooks, *Writing Skills, Written Language
This workbook contains supplementary exercises for the "Thai Basic Course" developed by the Defense Language Institute. The exercises for lessons 1-60 each consist of 10 sentences for translation into English and 10 sentences for translation into Thai. Those for lessons 61-80 deal with the written style of Thai and consist of two paragraphs each for translation into English. The principal objective of these translation exercises is to provide materials for reading, writing, and review. Exercises may be initiated soon after the introduction of the Thai reading and writing systems. In the workbook, available in hard copy from the Defense Language Institute, provision is made for written student responses for each exercise. (RL)

ED 054 687 FL 002 561
Polish Basic Course: Supplementary Material (Army), Lessons 109-136.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01PL47
Pub Date Jul 71
Note—227p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Dialogue, *Instructional Materials, *Intensive Language Courses, *Language Instruction, *Listening Comprehension, Military Personnel, Military Training, Modern Languages, Phonotape Recordings, *Polish, Tape Recordings
This text of supplementary materials for the "-Polish Basic Course" designed by the Foreign Service Institute emphasizes the development of aural comprehension. Twenty-eight lessons, each focusing on a subject related to Army procedures and interests, are included. Lessons require homework consisting largely of writing answers to questions on tape and preparing English summaries or transcriptions from tape recordings. Transcription of the recordings is meant to serve as a convenience to students in checking progress. (RL)

ED 054 688 FL 002 562
Portuguese Basic Course: Volume VIII, Lessons 71-80.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01PO24
Pub Date Jun 71
Note—134p.
Available from—Director, Defense Language Insitute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Armed Forces, Cultural Education, Economics, Form Classes (Languages), *Grammar, *Instructional Materials, *Language Instruction, Military Personnel, *Portuguese, *Reading Development, Reading Materials, Reading Skills, Romance Languages, Vocabulary, Word Lists
This final volume in a series of texts developed for an introductory course in Portuguese reviews essential grammatical features and provides reading materials in the form of narratives on the cultural and economic aspects of Brazil. Each lesson includes a review of a grammatical feature, use of a selected word, exercises, narratives, and vocabulary lists. A Portuguese-English/English-Portuguese glossary is provided. (RL)

ED 054 689 FL 002 563
Russian Basic Course: Dialogue Cartoon Guides, Lessons 1-83.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01RU47
Pub Date Aug 71
Note—124p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, *Audiovisual Aids, *Cartoons, *Dialogue, *Instructional Materials, Intensive Language Courses, Language Instruction, Military Personnel, Military Training, Modern Languages, *Russian, Slavic Languages, Speech Skills, Textbooks
This booklet of cartoon guides contains 83 units of instructional materials prepared by the Defense Language Insitute for use in an intensive, conversational, Russian course. Included are cartoon guides to dialogues and dialogue recombinations which focus on social concerns and military matters. (RL)

ED 054 690 FL 002 564
Russian Advanced Preparatory Course. Comprehensive Review of Structural Patterns: Volume II, Lessons 21-35.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—05RU12
Pub Date Aug 71
Note—186p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adjectives, Adverbs, Conversational Language Courses, Cyrillic Alphabet, *Form Classes (Languages), *Grammar, *Instructional Materials, Intensive Language Courses, *Language Instruction, Language Patterns, Military Personnel, Modern Languages, Nominals, *Russian, Slavic Languages, Structural Grammar, Textbooks, Verbs
This is the second to two volumes dealing with a comprehensive review of structural patterns in the Advanced Preparatory Course prepared by the Defense Language Institute. All essential grammatical structures introduced in the Basic Course are included in the 15 lessons. The purpose of the review is to stimulate recall and reinforce previously learned linguistic patterns. Major grammatical areas cover adjectives, verbs of motion, participles, and adverbs. An appendix contains declension charts of nouns, adjectives, pronouns, and numerals; prepositions and the cases they govern; and other grammatical features. (RL)

ED 054 691 FL 002 565
Vietnamese Advanced Course: Typical North Vietnamese Expressions.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—06VN16
Pub Date Apr 71
Note—76p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Foreign Culture, *Idioms, *Instructional Materials, Intensive Language Courses, *Language Instruction, *Language Usage, Listening Comprehension, Modern Languages, Reading Skills, Resource Materials, Speech Skills, Textbooks, *Vietnamese, Vocabulary, Vocabulary Development, Written Language
This text, prepared by the Defense Language Institute (DLI), is a dictionary of idioms which lists 621 words, phrases, and expressions frequently used in newspapers, magazines, and literary works published in North Vietnam. It is intended for use as a reference work for DLI courses in Vietnamese. Entries are listed alphabetically, translated, and illustrated in complete sentences. (RL)

ED 054 692 FL 002 566
Polish Basic Course: Supplementary Material (Navy): Lessons 109-136.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01PL47
Pub Date Jul 71
Note—270p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Dialogue, *Instructional Materials, *Intensive Language Courses, *Language Instruction, *Listening Comprehension, Military Personnel, Military Training, Modern Languages, Phonotape Recordings, *Polish, Tape Recordings
This text of supplementary materials for the "-Polish Basic Course" designed by the Foreign Service Institute emphasizes the development of aural comprehension. Twenty-eight lessons, each focusing on a subject related to Navy procedures and interests, are included. Lessons require homework consisting largely of writing answers to questions on tape and preparing English summaries or transcriptions from tape recordings. Transcription of the recordings is meant to serve as a convenience to students in checking progress. (RL)

ED 054 693 FL 002 568
van Buskirk, William R. And Others
German: A Programmed Introduction.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date 71
Note—659p.
Available from—Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1353, $4.50)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Basic Skills, *German, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Modern Languages, Phonology, Programed Instruction, Programed Materials, *Programed Texts, Pronunciation, *Second Language Learning, Structural Grammar, Syntax, Tape Recordings, Teaching Methods, Textbooks, Vocabulary

This workbook, designed for use with a set of tape recordings, presents the structural features and vocabulary contained in the first six units of the "German Basic Course" prepared by the Foreign Service Institute. Each unit follows a cycle that uses dialogue as the basis of the learning structure. The programed course requires about 80 hours to complete the study of the 25 units in this introductory text. Each unit contains the following elements: (1) review, (2) phonology, (3) comprehension, (4) identification, (5) pronunciation, (6) fluency, (7) notes on grammar, (8) application, (9) participation, (10) finder list, and (11) tape script. A glossary in included. (RL)

ED 054 694 FL 002 572
A Practical Spanish Grammar for Border Patrol Officers.
Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
Pub Date 70
Note—231p.; Revised 1970
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (GPO-0-403-4600, $1.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Education, Conventional Instruction, Cultural Education, *Form Classes (Languages), Grammar, *Language Instruction, Mexican Americans, Modern Languages, Morphology (Languages), Sentence Structure, *Spanish, Spanish Speaking, *Traditional Grammar, Verbs, Vocabulary
Written for probationary patrol inspectors at the Border Patrol Training School, El Paso, Texas, this text presents a concise, traditional analysis of Spanish grammar. Each of the 21 lessons focuses on an aspect of the language including sections on the parts of speech, special verbs, commands, numbers, passive voice, and the subjunctive mood. A unit on comparative word study is included. The appendix contains numerous translation of textual dialogues, verbs, practice materials, useful expressions, and vocabulary lists. The expressions and dialogues used in the text reflect the culture of the Spanish-speaking population along the border and the type of activities with which the border patrol officer is often concerned. For the earlier edition see ED 028 675. (RL)

ED 054 695 48 FL 002 599
Matson, Dan M.
The Oriya Language Textbook Series, Volume Two: The Oriya Writing System--A Programmed Instruction Manual.
Cornell Univ., Ithaca, N.Y.; Michigan State Univ., East Lansing. Asian Studies Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1267
Pub Date 71
Contract—OEC-5-14-019
Note—76p.; South Asia Series, Occasional Paper No. 15
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Form Classes (Languages), Grammar, Grammar Translation Method, *Instructional Materials, *Language Instruction, Language Patterns, Listening Comprehension, Modern Languages, *Orthographic Symbols, Romanization, Second Language Learning, Spelling, Teaching Methods, Traditional Grammar, Translation, *Uncommonly Taught Languages, Writing Exercises, *Writing Skills
Identifiers—India, *Oriya
The purpose of this text is to teach the beginning student to use the Oriya writing system, used principally by some 14 million Indians who live along the coast of the Bay of Bengal. The 16 lessons are designed to enable the student to progress at his own speed and to keep a constant check on his control of the material covered. It is suggested that work be started soon after the beginning of study of Oriya and continued along with intensive conversational work. The programed material focuses on the student's mastery of five fundamental groups of letters classified as Spikes, Hooks, Hoops, Handles, and Hatracks. The distinctions between transcription and orthography are clarified, and exercises are included in each lesson. For the companion documents see FL 002 543, FL 002 544, FL 002 545, FL 002 546, FL 002 547, FL 002 548, and FL 002 549. (RL)

ED 054 696 FL 002 614
Perren, G. E., Ed. And Others
Interdisciplinary Approaches to Language. CILT Reports and Papers 6.
Centre for Information on Language Teaching, London (England).
Pub Date Sep 71
Note—65p.; Papers read at a conference held in London, England, April 4-6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, *Conference Reports, Educational Disadvantagement, Failure Factors, Instructional Program Divisions, *Interdisciplinary Approach, *Language Development, Language Instruction, *Linguistic Competence, Linguistic Theory, Performance Factors, Psycholinguistics, Sociolinguistics, Speeches, Success Factors
The papers included in this publication were delivered at a conference initiated by the Centre for Information on Language Teaching in April 1971. Each of the four papers represents a distinct but related interest. The first, "The Language Barrier to Education" by B. Spolsky, examines sociological effects of differences between the language required in school and that used by pupils at home. By contrast, E.A. Peel's article, "Adolescent Concept Formation: Generalizing and Abstracting Processes," reports original research on the role of language in the growth of ability to generalize and abstract among adolescents during their education. D. Crystal defines the scope and value of stylistics as a branch of linguistic science in his "Stylistics, Fluency, and Language Teaching." The final paper, "Describing the Language Learner's Language," by S.P. Corder, defines what constitutes "error" in a learner's use of a second language. Commentaries on three of the papers are included. (RL)

ED 054 697 FL 002 615
Imhoff, Paul G.
Major in Foreign Languages and Related Areas.
Pub Date [71]
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Career Opportunities, Career Planning, College Majors, College Students, *Language Proficiency, Language Skills, *Liberal Arts Majors, *Modern Languages, *Occupational Information, Second Language Learning, Vocational Development
This article, prepared for college majors in foreign languages, offers occupational guidelines and suggestions for further occupational research. An occupational summary, a list of representative job titles related to the language major, representative employers of language majors, and a list of addresses are presented. A listing of foundations and research organizations is included. The study concludes with a reference bibliography on career opportunities. (RL)

ED 054 698 FL 002 622
Kalivoda, Theodore B.
An Investigation on Values of College Foreign Language Study.
Pub Date [71]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Cultural Education, Curriculum Planning, Degree Requirements, Educational Objectives, Graduation Requirements, *Language Instruction, Modern Languages, Professors, Questionnaires, *Second Language Learning, *Student Attitudes, *Teacher Attitudes, Values
This study seeks to determine how commonly-quoted values of foreign language study are actually perceived by students and professors who have taken undergraduate foreign language courses and to determine the implications this information might have for college curriculum planners. Some 177 students and professors participated in the study by completing questionnaires concerning attitudes. Among the findings, it was noted that students generally favored increased amounts of cultural instruction while many opposed the retention of the foreign language requirement. Professors' and students' attitudes conflict in many basic areas. Several tables and sample questionnaires are found in the appendixes. (RL)

ED 054 699 FL 002 623
Rivers, Wilga M.
Motivating through Classroom Techniques.
Pub Date 7 Mar 71
Note—20p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Bilingual Education, *Classroom Techniques, Communication (Thought Transfer), Curriculum Development, Educational Objectives, *Educational Psychology, Imagination, Language Skills, *Learning Motivation, Learning Theories, Participant Involvement, *Second Language Learning, Self Concept, *Teacher Attitudes, Visual Learning
Motivation is the normal state of the individual, and the language teacher is responsible for identifying the individual nature of the student's motivation and directing it through his design of learning activities. The personal goals of the students should be kept in mind; the subject matter should be what interests the student, and the characteristics of the students must be considered. The teacher should use imagination in curriculum planning and should adapt and adjust the curriculum to his own students. The language teacher must know how to use the motivation which already exists to increase the student's knowledge of the new language. (VM)

ED 054 700 FL 002 624
Levy, Stephen L. And Others
Dewey Independent Study Kit [and] Course of Study: French, Levels I, II, III, IV; Hebrew, Level IV; Italian, Levels I, II, III, IV; Spanish Levels I, II, IV.
John Dewey High School, Brooklyn, N.Y.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.
Pub Date 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—French, Hebrew, *Independent Study, Individual Instruction, Instructional Materials, Italian, *Language Instruction, *Language Learning Levels, *Modern Languages, Phonotape Recordings, Secondary Schools, Second Language Learning, Spanish, Tape Recordings
Instructional materials for use in language programs featuring independent study are compiled in this document. An introduction to the Dewey Independent Study Kit indicates behavioral objectives in broad terms and describes student evaluation procedures. Guidelines to the student accompany sample curriculum guides for French, Hebrew, Italian, and Spanish courses for levels 1-4 of instruction. (RL)

ED 054 701 FL 002 625
DeVito, Joseph A.
The Psychology of Speech and Language: An Introduction to Psycholinguistics.
Pub Date 70
Note—308p.
Available from—Random House, 201 E. 50th St., New York, N.Y. 10022 ($7.95)
Document Not Available from EDRS.
Descriptors—Aphasia, *Behavior, Cognitive Processes, *Communication (Thought Transfer), *Language, Learning Theories, Linguistic Theory, Morphology (Languages), Phonology, *Psycholinguistics, Psychology, Semantics, *Speech, Stuttering, Syntax, Tables (Data), Transformation Generative Grammar
This book presents a study of speech, language, and behavior as related in the field of psycholinguistics. It confines itself to a limited number of topics which are treated in some depth. The first part of the book deals with theoretical foundations--discussing speech and language in terms of role, nature, semantic dimension, and pragmatic dimension. There are chapters on linguistic, learning, and communication theories. The second part deals with speech and language behavior in several areas of psycholinguistics. The chapters concern speech and language acquisition, breakdown (aphasia and stuttering), differences, and effects. These areas involve developmental, pathological, differential, and rhetorical psycholinguistics. A bibliography is provided. Diagrams and tables illustrate theories where appropriate. (VM)

ED 054 702 48 FL 002 627
Price, James D.
A Computerized Phrase-Structure Grammar of Modern Hebrew: Part 1, Complex-Constituent Phrase-Structure Grammars. Final Report.
Franklin Inst. Research Labs., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—F-C2585-1
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, Deep Structure, *Grammar, *Hebrew, Instructional Materials, Language Patterns, Language Research, Language Universals, Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), Teacher Education, Transformation Generative Grammar, *Transformation Theory (Language)

This first part of a four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew presents evidence to demonstrate the need for material to train teachers of Semitic languages in the theory of grammar. It then provides a discussion of the research already done on the application of computational grammars to artificial and natural languages. Research procedures are discussed. Following a section on computational grammars, there is discussion of grammar theories and of several grammars which might be suitable for generating and analyzing Hebrew sentences. The general requirements of complex-constituent-phrase structure grammar are outlined and methods for applying it to Semitic languages are discussed. A list of references is provided. For related reports see FL 002 628, FL 002629, and FL 002 630. (VM)

ED 054 703 48 FL 002 628
Price, James D.
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part II, A Complex-Constituent Phrase-Structure Grammar of Modern Hebrew Syntax. Final Report.
Franklin Inst. Research Labs., Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—F-C2585-2
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—295p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, Deep Structure, *Grammar, *Hebrew, Instructional Materials, Language Patterns, Language Research, Language Universals, Morphology (Languages), Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), Teacher Education, Transformation Generative Grammar, *Transformation Theory (Language)

The second part of the four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew describes the application of a generalized complex-constituent-phrase structure grammar to modern Hebrew. This volume discusses the details of the grammar: limitations, input and output, symbols, rules, tree diagrams, word classification, syntax, and orthography. An appendix provides a Hebrew-English dictionary. The grammar presented here provides new material for teacher training in the form of a transformational-type, theoretical model of modern Hebrew that views the language as an integrated whole. By studying the language this way, teachers of Hebrew can acquire a better understanding of the deep structure of the language. The formal presentation of the grammar, however, may not be the best form for training teachers. For related reports see FL 002 627, FL 002 629, and FL 002630. (Author/VM)

ED 054 704 48 FL 002 629
Price, James D.
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part III, An Algorithm for Generating Hebrew Sentences. Final Report.
Franklin Inst. Research Labs., Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—F-C2585-3
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—318p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Algorithms, Computational Linguistics, *Computer Programs, Deep Structure, Flow Charts, Grammar, *Hebrew, Language Patterns, Language Research, Language Universals, Logic, *Phrase Structure, Semitic Languages, Sentence Structure, Syntax, Tables (Data), *Transformation Generative Grammar, Transformation Theory (Language)

The third part of the four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew discusses a computerized algorithm for generating sentences in modern Hebrew based on a generalized complex-constituent-phrase structure grammar as it is applied to the syntax and orthography of the language as described in Part II. After a discussion of the structural model, a description of the algorithm is provided along with a description of the computer program and the procedures for generating sentences. The algorithm is demonstrated and tested. Sentences generated are given along with the grammar rules which are tested. Appendix A lists the grammar rules for modern Hebrew syntax for the synthesis of sentences. Appendix B contains the source-language listing of the computer program and associated subprograms. Appendix C provides a sample output of the subprogram output. Appendix D gives the list of sentence-description data card types. The algorithm defines all the procedures and associated computer programs for generating sentences in modern Hebrew, but improvements can be made in the grammar upon which it operates. Since it depends only on the form of grammar and not on content, the algorithm is not necessarily limited to the Hebrew language. For related reports see FL 002 627, FL 002 628, and FL 002 630. (Author/VM)

ED 054 705 48 FL 002 630
Price, James D.
A Computerized Phrase-Structure Grammar (Modern Hebrew): Part IV, An Algorithm for Analyzing Hebrew Sentences. Final Report.
Franklin Inst. Research Labs., Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—F-C2585-4
Bureau No—BR-9-7722
Pub Date Jun 71
Contract—OEC-0-9-097722-4411
Note—232p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Algorithms, Computational Linguistics, *Computer Programs, Deep Structure, Flow Charts, Grammar, *Hebrew, Language Patterns, Language Research, Language Universals, Logic, Phrase Structure, Semitic Languages, Sentence Structure, *Structural Analysis, Syntax, *Transformation Generative Grammar, Transformation Theory (Language)

The final part of a four-part report of research on the development of a computerized, phrase-structure grammar of modern Hebrew describes the computerized algorithm for analyzing the sentences generated based on a complex-constituent-phrase structure grammar. The first section here discusses a structural model for modern Hebrew; the second provides a detailed description of the procedure for analyzing sentences; the third gives a detailed description of the computer program for the procedure; the last section describes the tests and the verifications of the algorithm. Appendix A lists the grammar rules of Hebrew syntax for the analysis of sentences. Appendix B gives the source-language listing of the computer program and subprograms used. Appendix C provides a sample output. Appendix D gives examples of the exhaustive snytactic analysis of the computer. For related reports see FL 002 627, FL 002 628, and FL 002 629. (VM)

ED 054 706 48 FL 002 632
Schiffman, Harold
Reader for Advanced Spoken Tamil. Final Report.
Washington Univ., Seattle.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Pub Date Sep 71
Contract—OEC-0-70-4180-823
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advanced Students, *Conversational Language Courses, Dictionaries, Dravidian Languages, Glossaries, *Instructional Materials, Language Instruction, Modern Languages, Phonetic Transcription, *Standard Spoken Usage, *Tamil, Tape Recordings, *Textbooks

This final report describes the development of a textbook for advanced, spoken Tamil. There is a marked dirrerence between literary Tamil and spoken Tamil, and training in the former is not sufficient for speaking the language in everyday situations with reasonably educated native speakers. There is difficulty in finding suitable material that illustrates standard colloquial usage. In the textbook described here, the transcriptions of five Tamil radio programs provide the spoken material. The reader consists of the texts of the five radio plays, page-by-page columnar glossaries, exercises, a synopsis grammar, a Tamil-English glossary, and an English-Tamil glossary. Technical and linguistic difficulties are described along with recommendations for future projects. References are listed. (VM)

ED 054 707 FL 002 635
Smith, Philip D., Jr.
Toward a Practical Theory of Second-Language Instruction. Language and the Teacher: A Series in Applied Linguistics, Volume 16.
Pub Date 71
Note—106p.
Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($1.50)
Document Not Available from EDRS.
Descriptors—*Audiolingual Methods, Cognitive Objectives, Educational Objectives, *Generative Grammar, Instructional Program Divisions, *Language Instruction, Learning Theories, Lesson Plans, Linguistic Theory, Methodology, Modern Languages, Psycholinguistics, *Second Language Learning, *Teaching Methods, Teaching Models, Transformation Generative Grammar, Transformation Theory (Language)

A review of trends in the teaching of foreign language during the last decade focuses on the predominance of the audiolingual method and current criticism by leading theorists of its theoretical foundations. Discussion of a psychological model of learning explores the relationships of motivation, cognition, evaluation, and response formation. The pedagogical implications of linguistic and psycholinguistic theory lead to a series of basic propositions for an instructional approach and for the formulation of a classroom approach. Final chapters cover the transformational-generative approach to language instruction, theoretical bases for course progressions, a practical pedagogical unit, and concluding remarks on the generative approach. References are included. (RL)

HE

ED 054 708 HE 002 349
Spencer, Richard E. Awe, Ruth
International Educational Exchange. A Bibliography.
Institute of International Education, New York, N.Y.
Pub Date 70
Note—158p.
Available from—Institute of International Education, 809 United Nations Plaza, New York, New York 10017
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Exchange Programs, *Foreign Students, *International Education, International Programs, *Research, Student Exchange Programs, Teacher Exchange Programs

This bibliography was undertaken to facilitate and encourage further research in international education. Sources of the data include library reference works, University Microfilms containing PhD dissertations, US government agencies, foundations and universities. Entries include publications on the International Exchange of Students, Teachers and Specialists and cover: selection, admissions, orientation, scholarships, grants, foreign student advisors, attitudes, and adjustment, hospitality of host country, community relations, academic achievement, returnees, follow-up evaluations, brain drain, professional educators, specialists, US nationals abroad, foreign students and visitors in the US, personnel and program interchanges, immigration policies, international activities of US universities. Entries on Educational

Curriculum cover: English as a second language, linguistics and other languages, courses of study. The last 3 sectional entries are: General Works on International Educational and Cultural Exchange; Cross-Cultural and Psychological Studies Relevant to Educational Exchange; and Bibliographies. (JS)

ED 054 709 HE 002 397

Library Statistics 1966-67; Preliminary Report on Academic Libraries.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No—OE-15065

Pub Date 67

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Expenditures, *Higher Education, *Librarians, *Libraries, *Library Surveys, Salaries

This report presents information on academic libraries of selected institutions of higher education. The institutions are grouped by region: Northeast, Midwest, Southeast, and West and Southwest, and listed by type of control: (1) public and private universities; (2) public and private 4-year institutions with graduate programs; (3) public and private 4-year institutions without graduate programs; and (4) public and private 2-year institutions. For each of the selected institutions data is presented on (1) total enrollment, number of units in collection, and units per FTE students, 1966-67; (2) library operating expenditures, expenditure per FTE student, and expenditure as percentage of educational expenditure, 1966-67; (3) library staff, hourly assistance, and beginning salary of library school graduate, fall 1967; and (4) number and average salary of full-time staff, fall 1967. (AF)

ED 054 710 HE 002 399

Johnson, Lydia *Swope, Mary Ruth*

Facts About Curricula in Home Economics in Institutions of Higher Education.

Eastern Illinois Univ., Charleston.

Pub Date 70

Note—131p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Evaluation, Higher Education, *Home Economics, *Home Economics Education, *Surveys

The purpose of this study was to obtain information for a comparison of home economics curricula. A representative sample of home economics units offering at least a BA degree were surveyed and institutional catalogs were reviewed. The questionnaire sought data on: numbers of undergraduate and graduate majors enrolled in Fall 1968; distribution of majors within various home economics curricula, size of enrollments, number of degrees awarded in the last academic year, number of seniors expecting to pursue graduate study and to accept employment in elementary school teaching; number of full-time equivalent staff, opinions of administrators about current and future trends and about influential innovators in the field. State, land-grant, denominational, private and municipal institutions were sampled. This report presents and discusses findings of the survey. (JS)

ED 054 711 HE 002 409

The Baccalaureate Origins of Doctorates in the Arts, Humanities, and Social Sciences Awarded in the United States. From 1936 to 1950 Inclusive.

National Academy of Sciences, Washington, D.C.

Report No—Publ-460

Pub Date 56

Note—138p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Bachelors Degrees, *Degrees (Titles), *Doctoral Degrees, Humanities, Liberal Arts, Social Sciences, *Statistical Data, *Surveys

The goal of this survey is to identify all doctorate degrees granted in the US from 1936 through 1950 and to determine where the degree recipients earned their first (usually baccalaureate) degrees. The data concern the fields of: anthropology and archeology, business and commerce, economics, education, fine arts and architecture, geography, history and civilization, home economics, jurisprudence, language, literature and philology (English and foreign), library science, linguistics, philosophy, politicel science, psychology, sociology and speech. Part I presents data on the production of doctorates in the various fields by institution. Part II contains data on BA origins of doctorates tabulated in Part I. Part III presents tables showing distribution of time lapses between baccalaureate and doctorate award, the number of persons completing their doctorates at the same institution they earned their BA, and comparing 4 categories of institutions as baccalaureate origins of doctorates: US doctorate-granting schools, US schools at which the masters degree is the highest degree awarded, US schools which award only baccalaureate degrees, and all foreign schools. (JS)

ED 054 712 HE 002 411

Harmon, Lindsey R., Comp. *Soldz, Herbert, Comp.*

National Academy of Sciences, Washington, D.C.

Report No—Publ-1142

Pub Date 63

Note—225p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Degrees (Titles), *Doctoral Degrees, Doctoral Programs, *Employment Patterns, *Statistical Data, *Student Characteristics, Surveys, Universities

This book presents statistics on the total population of doctorate degrees granted in all fields by US universities since 1920. Most of the data refer to the period 1920-1961. The book is designed to answer 4 major questions: how many doctorates are there; what are their origins; what are their personal characteristics; and where do they go for postdoctoral employment. Each general question is broken down into subsidiary questions regarding the 150 fields considered, state and regions of doctorate production, individual institutions and their doctoral output in the physical sciences, biological sciences, social sciences, arts and professions, and education, undergraduate institutions, trends in origins and fields, etc. The time lapse between baccalaureate and doctorate award is also analyzed with regard to different fields, marriage, number of dependents and other factors. Factors such as birthplace, state of high school graduation, location of first postdoctoral job are also analyzed. (JS)

ED 054 713 HE 002 413

Reform of Medical Education. The Effect of Student Unrest.

National Academy of Sciences, Washington, D.C.

Pub Date 70

Note—246p.; A colloquium sponsored by the John E. Fogarty International Center for Advanced Study in the Health Sciences, National Institutes of Health, April 9-11, 1969

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Institutional Role, *Medical Education, *Medical Schools, Medical Students, *Organizational Change, *Student Attitudes, *Student Participation

This book contains proceedings of a colloquium convened to discuss the reform of medical education, specifically student pressures for such reform. The participants included students and faculty from 11 countries. Papers were presented and followed by panel discussions. The topics covered reviews and analyses of medical education in Latin America, France and Japan; the organization of new medical schools in Germany and New Zealand; student attitudes toward and participation in medical school reform; relationships of the social security administration (in France) and the biomedical research community (in Belgium) to reorganized university medical schools; and Britain's and Columbia's responses to pressures for change in medical education. (JS)

ED 054 714 HE 002 414

Palmer, Archie M.

University Research and Patent Policies, Practices and Procedures.

National Academy of Sciences, Washington, D.C.

Report No—Publ-999

Pub Date 62

Note—301p.

Available from—Office of Patent Policy Survey, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Federal Aid, Higher Education, *Patents, *Policy, *Research, *Scientific Research

This report contains findings of a comprehensive survey and an analysis of policies and procedures of US universities, colleges, technological institutes and professional schools regarding administration and conduct of scientific and technological research, including sponsored research and the handling of patentable discoveries and inventions resulting from such research. In addition to the general objectives of conducting the survey and analyzing the data, the project was designed to provide the factual basis for an understanding of the prevailing situation in higher education as well as within individual institutions, and an understanding of the impact of sponsored research on the educational program of institutions. The report was developed to meet the needs of all government agencies, foundations, and industrial companies interested in supporting academic research. Information on 949 institutions was collated and analyzed. The findings are presented along with individual statements describing procedures practiced at 349 institutions. Each of the 349 has formulated and adopted a formalized research and patent policy or observes a generally accepted practice of handling research and patent matters. Visits were made to and discussions held at 40 institutions actively engaged in federally sponsored research. (JS)

ED 054 715 HE 002 421

Burgess, Tyrell *Pratt, John*

Technical Education in the United Kingdom. Case Studies on Innovation in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—138p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20006

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administration, *Innovation, Institutional Role, *Organizational Change, Planning, *Professional Education, Social Change, Teaching, *Technical Education, *Technical Institutes

Identifiers—*Britain

This case study is concerned with 3 major innovations in higher education in England and Wales: creation of the National Council for Technological Awards, designation of 10 colleges of advanced technology, and designation of 30 polytechnics formed from existing colleges or groups of colleges. Following a suggested outline, this book includes: an introduction explaining objectives, the scope of the study and methods used; a general description of the reforms and their relationship to the country's educational and social systems; an analysis of the innovations in relation to expanding enrollments, size and growth problems and their translation into building concepts; and the provision of equal educational opportunity. The reforms are also analyzed with regard to: curricular changes such as interdisciplinary studies, the creation of institutions specializing in particular fields, organizational structure including institutional autonomy, administration and management, recruitment and status of teachers, teaching and research, teacher-student relations, and the role of students in the academic community. Consideration is given to the changing role of higher education in society, the incorporation of evaluation and planning methods in the new institutions, and planning. A lengthy appendix contains tabular data. (JS)

ED 054 716 HE 002 425

Ferrin, Richard I.

Student Budgets and Aid Awarded in Southwestern Colleges. Higher Education Surveys.

College Entrance Examination Board, Palo Alto, Calif.

Report No—R-5

Pub Date Apr 71

Note—44p.

Available from—Southwestern Regional Office, College Entrance Examination Board, Suite 119, 3810 Medical Parkway, Austin, Texas 78756

EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Budgets, *College Students, Educational Finance, Expenditures, *Financial Support, *Higher Education, Student Characteristics, *Student Costs, *Surveys
This survey examines student budgets, distribution of student aid, and the relationship between budgets and aid awarded. Information was also obtained on student characteristics in terms of residence, family income, and marital status; and on reactions to the Nixon administration's financial aid proposals. The results were based on responses from financial aid officers at 81 percent of the 190 colleges in 4 Southwestern states: Arkansas, New Mexico, Oklahoma, and Texas. Some of the principal findings were: (1) average student cash expenses for 1970-71 were $2,900 for a private college; $1,900 for a public 4-year college; and $1,600 for a public 2-year college; (2) average aid awarded was $475 to private college students; $184 to public 4-year college students; and $117 to public 2-year college students; and (3) the proportion of total student expenses met by aid awarded was 16 percent in private colleges; 10 percent in public 4-year colleges; and 7 percent in public 2-year colleges. (Author/AF)

ED 054 717 HE 002 445
Rittenhouse, Carl H. Weiner, Samuel
A Study of the Semiannual Admissions System at the University of Tennessee College of Medicine.
Stanford Research Inst., Menlo Park, Calif.
Report No—SRI-Proj-URU-8659
Pub Date Mar 71
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), Innovation, *Medical Education, *Medical Schools, *Physicians
Identifiers—Semiannual Admission, *Tennessee University College of Medicine
This report describes the program and examines the advantages and disadvantages of the semiannual admissions system used by the University of Tennessee College of Medicine (UTCM). It also considers effects of an accelerated program which together with the use of a semiannual admissions system permit more efficient use of facilities and the instruction of almost twice as many students in a given amount of time than would normally be the case. For the study, data on UTCM were compared with data on all US medical schools, but particularly with the Louisiana State University School of Medicine (LSU), which is located in the same region and has similar applicants, students, curricula and financing levels. Items compared were: ratio of undergraduate medical students to full-time faculty; expenditures per student in physiology; base salaries of basic science faculty; types of teaching and training grants received; a percentage of full-time faculty receiving 50% or more of their salaries from federal sources; persistence rate; MCAT science scores; and ratio of net square feet occupied to full-time faculty in various departments. Data were obtained through interviews, records searches, and visits to hospitals where UTCM graduates were serving as interns and residents. One of the conclusions was that if relative costs of producing MDs at UTCM and LSU are comparable for all US medical schools, semiannual admissions at all schools would produce 20 to 30% more doctors with no increase in expenditures. (JS)

ED 054 718 HE 002 458
Interinstitutional Cooperative Arrangements in Higher Education in New York State.
College Center of the Finger Lakes, Corning, N.Y.
Spons Agency—New York State Education Dept., Albany. Office of Management Services in Higher Education.
Pub Date Jan 70
Note—135p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cooperative Planning, Educational Planning, *Higher Education, *Interinstitutional Cooperation, *Planning
Identifiers—*New York State
Chapter I of this report on interinstitutional cooperation in New York State discusses the development, advantages, problems of and need for interinstitutional cooperation in the State and its priority in the planning effort. The second chapter presents an inventory of cooperative activities in higher education organized by region and priority as viewed by the Board of Regents. Chapter III discusses the contributions these cooperative ventures made to the Regents' priority concerns, such as the improvement of college and university financing and manpower development; the expansion of higher education opportunity; the extension of continuing education; the improvement of teacher education; the improvement of 2-year colleges; and the strengthening of the collegiate level system of libraries. Chapter IV deals with the need to extend cooperative projects to all regions of the State and the need to foster increased implementation of these projects, as well as with some of the financial barriers that retard the adoption of the cooperative programs and the need to make institutional personnel aware of the advantages of such programs. The last chapter provides recommendations for action needed to promote the development of increased cooperation. (AF)

ED 054 719 HE 002 465
The Urban University; A Report on the Activities of the Urban Center, September 1, 1967-June 30, 1970.
Columbia Univ., New York, N.Y.
Pub Date 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Problems, *Community Involvement, Higher Education, Minority Groups, Responsibility, *School Community Relationship, Urban Studies, *Urban Universities
Identifiers—*Urban Center Columbia University
In October 1966 the Ford Foundation established a $10 million line of credit to encourage and assist Columbia University in committing a greater share of its resources and energies to urban and minority affairs. In September 1967 the Urban Center was established as an integral part of the University to administer the Ford funds and to increase the University's sensitivity and competence in dealing with urban and minority problems. During its first 2 years the role of the Center was conceived to be catalytic and auxiliary to the programs initiated by the various schools and departments at Columbia. By 1970, the Center concluded that to effect lasting change at Columbia the Center must become operational as well as catalytic. This first section of this report describes the history of the Center and its activities in the University and the community since 1967. A second section describes the rationale for and scope of the Center's new directions and outlines the Center's observations about its past and its future. An appendix provides a complete listing of programs supported since the fall of 1967. (AF)

ED 054 720 24 HE 002 504
Kazanoff, Theodore
Feasibility Study on Combining a Community Theatre with a College Drama Department.
Carnegie Inst. of Tech., Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—CRP-S-418
Bureau No—BR-5-8264
Pub Date 31 Dec 65
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Coordination, *Departments, *Drama, Dramatics, *Feasibility Studies, Higher Education, School Community Relationship, *Theaters
Identifiers—*Pittsburgh Playhouse
This is the report of a feasibility study on the subject of a formal association between the Drama Department of the Carnegie Institute of Technology in Pittsburgh and the Pittsburgh Playhouse. Chapter I, the Introduction, states and defines the problem and presents the objectives and procedures of the study. Chapter II deals with questions of identity of the two organizations in terms of disputed motives, need for change, relation of the Playhouse Board, Club, and School, to aspects of association, and community theatre versus professional theatre. Chapter III examines the experiences with professional theatres of other institutions of higher education in Cleveland, Los Angeles, Seattle, Minneapolis, and Palo Alto. Chapter IV considers the roadblocks, of identity and motive, location and nature of new facilities, relations between training and performing, the Playhouse School, the local actor, and the organization of professional theatre. Chapter V presents the conclusions and examines the advantages to the association; possible changes as a result of association; community effects, organization and location of new theatre plants, effects on training; and the organization of professional theatre. Recommendations conclude the report. A report summary is attached. (AF)

ED 054 721 HE 002 512
New England Directory of Study Abroad Programs.
New England Center for Continuing Education, Durham, N.H.
Pub Date Jun 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Directories, Foreign Countries, *Higher Education, *Study Abroad, Undergraduate Study
Identifiers—*New England Study Abroad Programs
This Directory revises the data published by the New England Center for Continuing Education in March 1970. It identifies study abroad programs for any undergraduate period of education (including summers) where credit transfer is possible, and is limited to institutions of higher learning in the New England region. The Directory provides summary information on the programs, with data on the extent of student eligibility, the major content of the program, the aims of the curriculum, the costs of participation, and program duration. (AF)

ED 054 722 HE 002 514
Ferner, David C.
Program for Priority Prospects; A Guide to Associates Programs in Educational Institutions for Trustees, Administrative Officers, and Volunteer Leaders.
Frantzreb and Pray Associates, Inc., New York, N.Y.
Report No—Monogr-2
Pub Date 68
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Support, *Financial Support, *Guidelines, *Higher Education, *Special Programs
Identifiers—*Associates Program
This monograph reviews the elements of successful associates programs that institutional and volunteer leaders may consider in mobilizing individual constituents who are priority gift prospects. Associates programs have recently been established at a number of institutions of higher education; they suggest a relationship of prestige and distinction and are aimed at the affluent and influential citizen. Their major purpose is to promote fund raising and to create a powerful inner constituency through which the institution can more effectively communicate. Elements of a successful program include: (1) a clear definition of purpose; (2) membership criteria that challenge the top level of the institution's consistency; (3) identification of prospects based on thorough research; (4) personal enlistment of members; (5) active demonstration of program sponsorship by individual members; (6) effective printed materials; (7) the demonstration of chief executive leadership in program activities, communications, and membership cultivation and solicitation; and (8) a qualified staff and adequate budget support. A list of programs at selected institutions is included in the appendix. (AF)

ED 054 723 HE 002 516
Women on Campus: 1970; A Symposium.
Michigan Univ., Ann Arbor. Center for Continuing Education for Women.
Pub Date 71
Note—69p.; Proceedings of the Symposium, Ann Arbor, Michigan, October 14, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aspiration, College Students, *Discriminatory Attitudes (Social), *Females, *Graduate Students, *Higher Education, *Psychological Characteristics, Social Discrimination
Identifiers—*Michigan University
The symposium: Women on Campus, 1970, held at Michigan University on October 14, 1970, centered on 3 major topics: "Toward a New Psychology of Women"; "The Case of the Woman Graduate Student"; and "The University and Women." The papers that were presented concerning the first topic included: "Internal Barriers to Achievement in Women—An Introduc-

tion," by Elizabeth Douvan; "Psychological and Psychosomatic Responses to Oral Contraceptive Use," by Judith Bardwick; "The Motive to Avoid Success and Changing Aspirations of College Women," by Matina Horner; and "Differential Impact of College on Males and Females," by D. Diane Hatch. Papers presented on the second topic included: "The Woman Graduate Student in Sociology," by Greer Litton Fox; "Graduate Women in Political Science--A Recent Research Study," by Sybil Stokes; "Discrimination and the Women Law Student, by Noel Anketell Kramer; "The Black Woman Graduate Student," by Grace E. Mack; and "A Graduate in Population Planning Looks at the Future of Women," by Carolyn Houser. The 2 papers on the last topic were: "reflections on the Future of Universities and of University Women," by Charles H. Tilly; and "Change for Women--Glacial or Otherwise," by Jean W. Campbell. Some recent research on women at Michigan is included in the report. (AF)

ED 054 724 HE 002 517

Student Evaluation of Teaching. Presentations at a Conference.

Pittsburgh Univ., Pa. Inst. for Higher Education.

Pub Date Dec 70

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Faculty, College Students, *Effective Teaching, Evaluation, *Faculty Evaluation, *Higher Education, Learning, Rating Scales, *Teacher Evaluation, *Teaching Quality

This pamphlet presents two articles on student evaluation of instruction. The first article, "Research on Student Ratings of Teaching" by W. J. McKeachie, deals primarily with the reactions to his article in a recent AAUP Bulletin where he argued that systematic methods of collecting student evaluation of instruction should be used by faculty committees in evaluating teaching effectiveness. McKeachie thinks that the ultimate purpose of evaluating teaching is to improve learning, and that evaluation of either students or teachers should be based solely on learning. The second article, "Student Rating of Teaching, Some Questionable Assumptions" by George L. Fahey, examines some of the assumptions that are made in evaluating teaching effectiveness by means of student ratings and what these assumptions imply. (AF)

ED 054 725 HE 002 518

Thayer, Robert E.

Do Low Grades Cause College Students to Give up?

California State Coll., Long Beach.

Pub Date Apr 71

Note—5p.; Paper presented at the annual meeting of the Western Psychological Association, San Francisco, Cal., April 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *College Students, Dropouts, *Grading, Higher Education, Motivation, *Pass Fail Grading, *Student Motivation

The thesis that low grades cause college students to give up receives some support from early psychological research and from current reinforcement theories. This study investigates the effects on subsequent grades of low, average, and high first-exam grades for 192 students in a traditional grading system and 52 students in a pass-fail grading system. When regression effects were eliminated, it was found that students receiving D's and F's dropped out significantly more than other students, but low-graded students who continued the course did better on a later exam. Relative to others, students receiving A's on the first exam did significantly better on a second exam. Students in the pass-fail system did not show any significant effects from first exam grades, but overall they received significantly lower grades than those on the traditional grading system. The results, though inconclusive, support grading systems that minimize low grades and maximize high grades. (Author/AF)

ED 054 726 HE 002 519

McCarthy, Joseph M.

Was Peirce an "Educational" Philosopher?

Pub Date 3 Jun 71

Note—16p.; Paper presented at the annual meeting of the New England Educational Research Organization, June 3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational History, *Educational Philosophy, *Higher Education, *Institutional Role, *Teaching

Identifiers—*Peirce (Charles Sanders)

Charles Sanders Peirce, the progenitor of an entire school of philosophy, profoundly influenced our educational system, yet was curiously silent on educational questions. This paper discusses his early upbringing and schooling, and his involvement in education as a lecturer and professor. The major focus is on Peirce's written thoughts on education, which were sparse. The longest of these was in the form of a letter to Daniel Coit Gilman, written January 13, 1878. It expresses Peirce's thoughts on the organization and administration of an academic department, as well as his conviction that in the teaching of science "the professor's object ought to be to let his pupil as much into the interior of scientific thinking as possible, and for that purpose he should make his lecture experiments resemble real ones as much as possible." He felt that students who intended to be physicists should be in a laboratory situation from about age 9 to 12 and then return at 18 or 20. Peirce also wrote on mathematical logic and its relation to education, and on the nature of the university. He also gave consideration to teaching mathematics. His thoughts on education were systematic and evolved in the light of his "pragmatic" principles. (AF)

ED 054 727 HE 002 520

A Report on Physician Manpower and Medical Education.

American Medical Association, Chicago, Ill.

Pub Date Jun 71

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Enrollment, Females, Financial Problems, *Manpower Needs, *Medical Education, Medical Schools, Minority Groups, *Physicians, Professional Education

This report on physician manpower and medical education was prepared jointly by the Council on Medical Education and the Council on Health Manpower, and was adopted by the AMA House of Delegates. It discusses: (1) the AMA's concern for, but noninvolvement in the number of students admitted to medical schools; (2) general considerations of manpower shortage; (3) the magnitude of the manpower shortage; (4) means for increasing the production of physicians; (5) reasonable expectations for physician production; (6) increasing the production of black and other minority group physicians; (7) increasing the production of women physicians; (8) financial problems of and financial support for medical schools; (9) utilizing physician support personnel; and (10) maintaining physician competence. Recommendations are made regarding: (1) the AMA Policy on Physician Production; (2) expansion of enrollments; (3) support of the Educational Council for Foreign Medical Graduates; (4) development of programs for the production of family physicians; (5) the location of medical schools; (6) the need for multiple sources of financial support; (7) the need for increasing student loan and scholarship programs; (8) support of continuing medical education; (9) and (10) continued AMA support for physician support personnel and maintenance of professional competence. (AF)

ED 054 728 HE 002 521

Meek, Harry R., Ed.

Ohio Higher Education Notebook 1971.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Sep 71

Note—99p.

Available from—Ohio Department of Education, Division of Guidance and Testing, 751 Northwest Boulevard, Columbus, Ohio 43212

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Admission Criteria, Colleges, *Community Colleges, *Costs, *Educational Facilities, Enrollment, *Guides, *Higher Education, Technical Institutes, Universities

Identifiers—*Ohio

This guidebook provides specific institutional information on Ohio's colleges, universities, branch and academic centers, technical schools, community and junior colleges, and US service academies. It includes such data as: location and telephone number, number of applicants, admissions staff, areas of study offered, total enrollment, costs, number of out-of-state students, availability of special facilities and programs, independent and foreign studies, a profile of the Fall 1970 freshman class, admissions requirements and procedures, financial aid information, and additional remarks. (JS)

ED 054 729 HE 002 522

Scientific Activities of Independent Nonprofit Institutions 1970.

National Science Foundation, Washington, D.C.

Report No—NSF-71-9

Pub Date Feb 71

Note—73p.; Report on a Survey of 1970 Employment and 1969 Expenditures

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Employment, Engineers, *Expenditures, Hospitals, Professional Occupations, *Research, Research and Development Centers, *Scientific Personnel, *Voluntary Agencies

This report summarizes the results of the National Science Foundation's 1970 survey of scientific activities of independent nonprofit institutions. Data on the employment of scientists, engineers, and technicians, on expenditures, and on the R&D performance in the entire independent nonprofit sector are presented in section 1. Sections 2 and 4 focus on the employment of scientific manpower, on expenditures, and on research and development in research institutions, nonprofit-administered federally funded R&D centers, and voluntary hospitals, respectively. Section 5 provides information on a residual group of independent nonprofit organizations engaged in R&D performance, including a number of societies and academies of science, science exhibitors, private foundations, and other nonprofit organizations not elsewhere classified. (Author/AF)

ED 054 730 HE 002 523

Training for Juvenile Probation Officers. A Workshop Report.

Children's Bureau (DHEW), Washington, D.C.

Pub Date 62

Note—85p.; Children's Bureau Publication Number 398-1962

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Delinquency, *Educational Programs, *Juvenile Courts, *Probation Officers, Professional Education, *Training, Training Objectives, *Workshops

This is the report of a workshop that was designed to examine the problems of training for probation officers in juvenile courts. The workshop was planned by the Children's Bureau and held from June 26 through June 30, 1960. Section I of the report discusses the purposes of the workshop, selection of the participants, and the workshop plan. Section II deals with the legal and social components of probation. The role of the probation officer as a social diagnostician, as a controlling person in a delinquent's life, and as an agent of change is discussed in section III. This section also deals with the administrative-management aspects of probation services, as well as the role of the probation officer in furthering research in the area of probation. Section IV identifies the specific knowledge, skills, and attitudes necessary for effective performance. Section V deals with the implications for training and education, and the last section deals with the image of the probation officer. Two articles on training and training needs of probation officers conclude the report. (AF)

ED 054 731 HE 002 525

Educational Scholarships, Loans, and Financial Aids.

Department of the Army, Washington, D.C.

Report No—Pam-352-1

Pub Date Apr 69

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Opportunities, *Financial Support, *Higher Education, *Military Personnel, *Scholarships, State Aid, *Student Loan Programs, Tuition Grants, Veterans Education

This pamphlet contains information on scholarships, loans, and financial aids. It is specifically intended for use by army personnel, and their dependents. Information is presented on: (1) relevant publications, including financial aid booklets published by states and other organizations; (2) the educational assistance program for army dependents; (3) educational opportunities in the military service; (4) special considerations of-

fered by military academies to sons of military personnel; (5) the War Orphans' Educational Assistance Act of 1956; (6) scholarships and other assistance related to military service; (7) student loan programs; (8) states offering scholarships and other aid to children of disabled and deceased veterans; (9) state scholarship programs and tuition rate at state schools; and (10) scholarship programs sponsored by private organizations. (AF)

ED 054 732 24 HE 002 531
Fenstemacher, William Proctor
A Study of the Relationship of Instrumental and Intellectual Orientations to the Educational Experiences of Black Students at the University of Michigan. Final Report.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-E-072
Pub Date Apr 71
Grant—OEG-5-9-325072-0047(010)
Note—435p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*College Environment, *Educational Experience, Higher Education, Interpersonal Relationship, *Negro Students, Peer Relationship, *Race Relations, *Student Attitudes
This study explored the relationship between the background and ideological characteristics of undergraduates and their experiences at the University of Michigan, focusing on black students from low socioeconomic backgrounds. It was particularly concerned with distinguishing between students who have a predominantly vocational, instrumental approach to college and those who approach college with theoretical, intellectual goals. Of special interest was the discovery whether black students chose black or white friends and referent figures--people in the University community most admired and emulated by the student. Of a total sample of 328 students 277 responded to 3 questionnaires. Interviews were also held with 80 of the low socioeconomic respondents. Among major findings were: differences in responses of black and white students concerning educational experiences were insufficient to warrant controlling analyses on the basis of race; while white students believed that their college experience had increased their acceptance of blacks, blacks cited increased feelings of antagonism and desire for separatism; the most significant problems experienced by instrumentally oriented black students were academic pressure and the resulting self-analysis, and feelings the system was against them. Problems of intellectually oriented students involved interpersonal relationships; a distinction was made between friends and referent figures. (JS)

ED 054 733 HE 002 532
Manual of Operation for Administrative Functions, Wisconsin State University - Whitewater, 1971.
Wisconsin State Univ., Whitewater.
Pub Date 71
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, Administrative Personnel, *Governance, Higher Education, *Manuals, *Organization
Identifiers—*Wisconsin State Univeristy Whitewater
This Manual of Operation for the Administrative Functions at Wisconsin State University, Whitewater was developed to more clearly identify the administrative organization at WSU and to delineate the functions of the principal administrative officers. Part I presents state statutes and procedures outlining the authority for governance at State universities. Part II identifies the duties of the President and of those officers specifically related to the President's office. Part III deals with the Division of Administration and outlines the job descriptions of (1) the senior vice president and dean of administration; (2) the associate vice president for supportive services; and (3) the executive director of business; as well as the duties of the persons directly responsible to these 3 administrators Part IV deals with the Division of Academic and Student Affairs and outlines the job descriptions of: (1) the vice president and dean of faculties; (2) the dean of students; and (3) the executive director of student administrative services, as well as the duties of the persons directly responsible to these administrators. The organization of the University, of the central administration, and of the 2 divisions discussed are represented on charts. (AF)

ED 054 734 HE 002 533
Development of Staffing Patterns in Six New Medical Schools Established 1952-1960.
National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.
Pub Date Nov 65
Note—81p.; Office of Program Planning
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Patterns, *Faculty, *Faculty Recruitment, *Instructional Staff, Medical Education, *Medical Schools, *Professional Education
This summary report of staffing patterns in 6 medical schools established between 1952 and 1960 is the first phase of a proposed study of biomedical staffing requirements in institutions of higher education, 1965-1975. The 6 schools are: the University of Miami, Albert Einstein College of medicine at Yeshiva University, the University of Florida, the New Jersey College of Medicine (Seton Hall), the University of Kentucky, and the University of West Virginia. Chapter I discusses the purpose of the report. Chapter II presents summary statistics of the 6 schools and focuses on: (1) the admission of the first class; (2) graduation of first class; (3) change between admission and graduation of first class; (4) school status in 1964-65; and (5) comparative resources data with all medical schools. For each focus quantitative measures and ratios were obtained for: faculty, students, student/faculty ratios, beds, research space, research and training support, and ratios of research space, beds, and research and training support per faculty member. Chapter III discusses the major factors influencing faculty staffing patterns and program development, such as the appointment of a Dean, service responsibilities, research facilities, and availability of funds. Chapter IV deals with sources of support for faculty salaries; Chapter V considers faculty recruitment; and Chapter VI covers faculty shortage areas. (AF)

ED 054 735 HE 002 535
Pettman, Philip J.
Student Evaluation of Faculty: 1965-1970. An Annotated Bibliography.
Minnesota Univ., Minneapolis. University Measurement Services Center.
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Evaluation Criteria, *Faculty Evaluation, Higher Education, *Research, *Student Evaluation, Surveys
This annotated bibliography on student evaluation of faculty contains articles published between 1965 and 1970. The 107 articles are divided into the following categories: surveys; factor analytic surveys (usually authors of these studies address themselves to different questions than do authors of non-factor analytic surveys); experiments (in these studies, 1 or more independent variables is actively manipulated); reviews; and non-empirical articles. (JS)

ED 054 736 HE 002 538
Lichtenstein, Pauline
Distribution of English 1 (Day) Grades before and after the Exemption of Students Based on Superior Writing Ability; A Comparison between Fall 1969 and Fall 1970 Grade Distributions in English 1.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Report No—R-95
Pub Date Aug 71
Note—3p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, English Instruction, Evaluation, *Grades (Scholastic), *Grading, *Higher Education, *Superior Students
Identifiers—*Hofstra University
In the fall of 1970, Hofstra University instituted a policy of exempting those students from English 1 and 2 who had demonstrated superior writing ability on achievement tests and in high school English courses. The question investigated was whether eliminating the "better" students from English 1 would have an effect on the grades assigned in the courses--in other words, whether instructors assign grades on the basis of an absolute standard for writing ability or a relative standard based upon the quality of students in the class. An analysis of the grades given in the fall of 1969 in English 1 in the fall of 1970 indicated that there was no statistical difference in the distribution of evaluative grades (A-F). There were similar percentages of A's and B's given in the semesters before and after the exemption, and the percentage of instructors giving no A's was not significantly different for the 2 semesters. It appears that instructors use a relative rather than an absolute standard of grading. (AF)

ED 054 737 HE 002 539
Eurich, Nell Schwenkmeyer, Barry
Great Britain's Open University: First Chance, Second Chance, or Last Chance?
Academy for Educational Development, Inc., New York, N.Y.
Report No—Pap-5
Pub Date Aug 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Equal Education, *Foreign Countries, *Higher Education, Innovation, *Open Enrollment, Organization, *Universities
Identifiers—*Open University Great Britain
Great Britain's Open University, through a unique blend of television, radio, correspondence courses, and local study centers, proposes to offer any adult seeking higher education the chance to earn a degree equal in quality to those from the best British universities, and at a cost to the nation and the student far below standard forms of instruction. This report discusses: (1) the creation of the Open University; (2) how it functions, in terms of admission requirements (one has to be at least 21), degrees, governance, organization and staff, and grading; (3) the planning of course methods and materials; (4) the development of foundation courses in mathematics, science, social sciences and the humanities; (5) the University's finances in terms of costs to students and costs to the nation; (6) the composition of the student body; and (7) the effect of the Open University on higher education in Great Britain. (AF)

ED 054 738 HE 002 540
Maxey, E. James Ormsby, Victor J.
The Accuracy of Self-Report Information Collected on the ACT Test Battery: High School Grades and Items of Nonacademic Achievement.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-45
Pub Date Jul 71
Note—26p.
Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)
Document Not Available from EDRS.
Descriptors—*Cocurricular Activities, *College Bound Students, *Grades (Scholastic), *Student Characteristics, *Student Records
This paper reports the accuracy with which students report their high school grades and nonacademic achievements when they write the ACT Test Battery. A sample of 5,775 student records from 134 high schools was studied. The correlations between self-reported and school-reported grades were found to range from .81 to .86. The correlations were examined separately for "overreporters," and "accurate reporters" in terms of a number of student characteristics: ability, race, sex, class rank, parents' income level, students' level of aspiration, and class size. The accuracy with which the self-reported information was collected was stable over income levels, sex, race, and size of class. Students who aspire for less than a bachelor's degree tend to overreport their grades more than students who aspire to at least a bachelor's degree. Students also tend to accurately report their nonacademic achievements. The accuracy of self-report on these items is comparable to that of high school grades, in that accuracy did not seem to vary with student background characteristics (Author)

ED 054 739 HE 002 541
Lindquist, Clarence B.
NDEA Fellowships for College Teaching, 1958-1968; Title IV, National Defense Education Act of 1958.
Office of Education (DHEW), Washington, D.C.
Report No—OE-55058
Pub Date 71
Note—188p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Teachers, Doctoral Degrees, Federal Aid, *Federal Programs, *Fellowships, Financial Support, *Graduate Students, Graduate Study, *Higher Education, *Teaching
Identifiers—*National Defense Education Act Title IV
Title IV of the National Defense Education Act (NDEA), passed in 1958, was intended to alleviate an existing and projected shortage of qualified college teachers. This was to be accomplished by means of awarding 3-year fellowships for full-time study to doctoral candidates interested in college teaching, by institutional allowances for strengthening graduate programs, and by a wider geographical distribution of strong graduate programs. This report provides a detailed legislative and administrative history of the Title IV program, including the origin of Tile IV, the conceptualization of NDEA, the hearings and passage of the Act, implementation of Title IV and its history during 11 years of its operation, the loyalty oath and disclaimer affidavit controversy, and a statistical review and evaluation of the Title IV program. (AF)

ED 054 740 HE 002 542
Petry, John R.
West Tennessee Research Development Consortium. Final Report.
Memphis State Univ., Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Jun 70
Grant—OEG-3-7-070040-4238
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consortia, *Educational Research, Higher Education, *Institutional Research, *Instructional Improvement, *Instructional Materials, Teaching
The West Tennessee Research Develpment Consortium was formed to increase research potential in 2 developing West Tennessee colleges: Freed-Hardeman College and Lane College. The research development program sought to train in research methodology 1 person on each campus and to offer concurrently an in-service training program to 8 faculty members on each campus. The training program aimed to upgrade teaching and review research proposal writing, instructional processes, research methods, and implications of research for developing institutions. The 16 selected faculty members met 2 hours weekly during the fall semester of 1969-70 and at irregular intervals during the second semester to develop new curriculum materials and receive experimental instruction. The group were evaluated by students through 2 rating instruments: the Purdue Rating Scale for Instruction and the Stanford teacher Competence Appraisal Guide. Results showed only a few instances of significant differences--all of them negative--on the 2 rating scales when comparing the difference scores of the faculty groups. However, although the data indicated the instructional changes made little apparent difference, it was recommended that a program of this type be continued. (JS)

ED 054 741 HE 002 543
Mortimer, Kenneth P. Leslie, David W.
The Academic Senate at The Pennsylvania State University.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Report No—R-11
Pub Date Aug 71
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Faculty, *Faculty Organizations, *Governance, *Higher Education, *Organization, *Power Structure
Identifiers—*Pennsylvania State University Academic Senate
This report is a case study of the Academic Senate at The Pennsylvania State University, and is based on the Senate's organization and functioning from 1966 through 1970. In late 1970, the Academic Senate ceased to exist and the new University Faculty Senate was created. Section I of the report discusses authority relations in higher education. Section II reviews the history and experiences of Academic Senates. The third section examines the Academic Senate at Penn State by presenting a brief history of the 1966 reorganization and discussing the Senate's activities, its forensic function, the Committee composition, and senate- administrative relations. It is concluded that changing the structural characteristics of senates may not affect the scope of their operations. Empirical data on senators and the study's methodology are included in the appendices. (AF)

ED 054 742 HE 002 544
Requirements and Guidelines for Dental Hygiene Education Programs.
American Dental Association, Chicago, Ill. Council on Dental Education.
Pub Date Jan 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), *Dental Health, *Dental Hygienists, *Educational Programs, *Guidelines, Health Occupations Education, Paramedical Occupations
Identifiers—*Council on Dental Education
The purpose of this report is to serve as a guide for dental hygiene education program development, and to serve as a stimulus for improving established programs. The first section of the report discusses the function of the Council on Dental Education and the trends in hygiene program development. In section II the requirements for an accredited program in dental hygiene education are reproduced. All dental hygiene programs must meet those standards. The section "Guidelines for Interpretation of Requirements for an Accredited Program in Dental Hygiene Education" includes information for planning a program that will meet minimum accreditation standards, as well as recommendations for developing a program that exceeds minimum standards. The last section describes the Council's accreditation responsibility and defines accreditation terminology and classification. (AF)

ED 054 743 HE 002 545
Annual Report 1970, Commission on Institutions of Higher Education.
North Central Association of Colleges and Secondary Schools, Chicago, Ill.
Pub Date Mar 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), *Annual Reports, Evaluation, *Higher Education
Identifiers—*Commisson on Institutions of Higher Education
This Annual Report of the Commission on Institutions of Higher Education reviews the major policies and procedures through which the commission carries out its function of accreditation of institutions in the North Central Association area. The Commission is Responsible for the establishment of criteria to evaluate higher education institutions, for aiding interested institutions in attaining membership in the Association, for assisting member institutions in the improvement and extension of their programs, for the conduct of workshops for consultants and examiners, and for the study of matters of common concern to colleges and universities. The policies discussed are: (1) correspondent status for nonaccredited institutions; (2) recognized candidate for accreditation status; (3) accredited status; (4) the periodic review of member institutions; (5) the preliminary and full accreditation of member institutions undergoing substantive change; (6) separate accreditation of campuses in multicampus systems; and (7) transfer of accreditation. The official procedures of the Commission are reproduced at the conclusion of the report. (AF)

ED 054 744 HE 002 546
First Report on the Supply of Teachers for Management Education.
National Economic Development Office, London (England).
Pub Date Sep 70
Note—24p.; Prepared by the NEDC Management Education, Training and Development Committee
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, Faculty Recruitment, *Foreign Countries, *Higher Education, *Management Education, Manpower Development, *Teacher Education
Identifiers—*United Kingdom
This report discusses the recruitment, training, and development of management teachers in the United Kingdom. Chapter 1 presents a summary of the main recommendations. Chapter 2 presents the scope of this report, the scope of a report that is to follow, and a definition of management teachers. Chapter 3 deals with management education at present in the universities, the polytechnics, the colleges of further education, and the independent centers. Chapter 4 examines current trends, including the convergence of teaching, fieldwork, and research; and the emergence of professionalism among the staff. Chapter 5 discusses the need to encourage management teachers to experiment and be sensitive to change, as well as to avoid fragmentation of activities. Chapter 6 deals with the changing roles of management teachers; chapter 7 examines present recruitment, training, and development of management teachers; chapter 8 discusses a future pattern for management teacher development; and chapter 9 deals with costs and finances. (AF)

ED 054 745 HE 002 548
Furniss, W. Todd
Degrees for Nontraditional Students; An Approach to New Models. A.C.E. Special Report.
American Council on Education, Washington, D.C.
Pub Date 9 Apr 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Degree Requirements, *Degrees (Titles), Educational Change, Educational Innovation, *Extension Education, *Higher Education, Innovation, Models, Open Enrollment
Identifiers—*National University
Many patterns are being suggested for modifying the higher education system in such a way that it will serve students not now being served or not adequately served. One approach to this issue is the "real student approach" which requires a careful examination of 2 factors and their interaction: (1) the presence of an identifiable group of students who are not now well served; and (2) the existence of continuing education programs and the characteristics of these programs that make them unsuitable for these particular students. Extension and continuing education programs have served 2 important functions of instruction and validation but not of certification (or recognition). This paper examines the problems Sergeant X faces. He is regular Army, plans to retire after 20 years, and would like to have knowledge necessary for a college job and a college degree. He accumulates "a whole bag of credits and almost credits" through extension and correspondence courses, but because of residency and curriculum requirements and differing quality standards he won't be able to get a degree. The traditional system could be modified in 4 areas: instruction, examination, transfer of credit, and certification to make acquiring a degree a simple matter. The quickest way to accomplish this is through the National University model. (AF)

ED 054 746 HE 002 549
Report of The Committee on the Future of the Graduate School.
Harvard Univ., Cambridge, Mass. Faculty of Arts and Sciences.
Pub Date Mar 69
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), *Financial Support, *Graduate Students, *Graduate Study, Higher Education, *Teaching Assistants
Identifiers—*Harvard University Graduate School
This report deals with the graduate school of Harvard University and focuses on the problems that have been created by the school's rapid expansion in the past 10 years. Chapter 1 defines the scope of the report. Chapter 2 examines the size of the graduate school in terms of available resources and recommends a reduction in the number of graduate students by at least 20 percent over the next 5 years. Chapter 3 deals with the admission procedures for graduate students, the availability and adequacy of financial aid, and the awarding of post-doctoral fellowships. Chapter 4 discusses the problem of low morale

among Harvard's graduate students; and Chapter 5 discusses the special problems of the teaching fellows and graders. The report concludes with a summary of recommendations. (AF)

ED 054 747 24 HE 002 558
Stone, James H.
The Academic and Post-Graduate Careers of the Master of Arts Graduates in General Humanities in a Liberal Arts College.
San Francisco State Coll., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RP-S-406
Bureau No—BR-5-8260
Pub Date 66
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, Doctoral Degrees, *Graduate Surveys, Higher Education, *Humanities, *Masters Degrees, *Student Characteristics

To identify major strengths and weaknesses in the Master of Arts Program in Humanities at San Francisco State College and assess what the program had contributed to the vocational future of its graduates, an evaluative study was made of forty-seven degree candidates. The study consisted of: (1) the history and curriculum of the M.A. humanities program; (2) personal and academic backgrounds of the M.A. graduates; (3) the character and quality of the graduate work; (4) post-graduate careers of the M.A. graduates: nonacademic vocations and doctoral study; (5) post-graduate careers of the M.A. graduates: teachers; (6) conclusions. The appendix contains a bibliography and review of recent articles on humanities, careers and interests. The study revealed that the M.A. graduates preferred an interdisciplinary curriculum over the traditional one-subject approach, and that the M.A. in humanities graduates met or exceeded normal standards for advanced education. The study did not provide comparative data on successful and disqualified candidates. It did, however, present twenty statistical tables comparing the undergraduate and graduate academic achievement of the forty-seven M.A. graduates on the basis of sex. (Author/BHC)

ED 054 748 24 HE 002 559
Himmel, Clark E.
College Learning with and without Formal Classroom Instruction - A Comparison.
Wisconsin State Universities Consortium of Research Development, Stevens Point.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2728-21
Pub Date Aug 69
Grant—OEG-3-6-062728-2129
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *Learning, *Student Teacher Relationship, *Teacher Role, Teaching, Teaching Methods, *Teaching Techniques

This report examines the relationship between student learning and teacher pedagogy by focusing on two discrete instructional methods: traditional teacher-directed versus student self-directed study. An experiment was administered to two groups of college students enrolled in a psychology course, and the control group having class meetings and lectures, the other studying independently in a "learning center" with no personal teacher contact. The initial part of this report describes the method of student selection, procedures for collecting data, and descriptions of all teaching materials and texts used in the experiment, as well as charts and tables comparing final examinations scores and student questionnaire data. A conclusion, which takes into account the Hawthorne Effect as an independent variable reaffirms the thesis that self-directed intellectual pursuit is, on the whole, a more effective teaching technique. The last section of the report consists of a four-part appendix: (a) the course outline and calendar, required texts, and a syllabus; (b) materials found in the "learning center"; (c) the final examination test questions; (d) student opinion questionnaire. (BHC)

ED 054 749 HE 002 560
Bottomley, J. A.
Cost-Effectiveness in Higher Education.
Bradford Univ. (England).
Pub Date Jul 71
Note—355p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Cost Effectiveness, Costs, *Educational Finance, *Financial Policy, Higher Education, *Planning, *Resource Allocations

This study was undertaken to investigate new techniques of costing and resource allocation in higher education. A preliminary study was made of current costs of producing graduates in different disciplines broken down by major items of expenditure (capital and maintenance costs, salaries, administrative costs, etc.). Then, alternative models were constructed corresponding to different sets of assumptions regarding the University of Bradford's: future enrollment policy for new course combinations, staff/student ratios, use of buildings, building costs economics, etc. Data were collected to assess the variation of costs per unit in relation to increased enrollments, and conclusions were tested. Part 1 looks at the nature of university costs from an economist's view. Part 2 treats cost as an allocation of past expenditures. Part 3 describes a method of building academic staff requirements for a course on the basis of the amount of teaching involved. Part 4 studies the utilization of teaching accommodations. Part 5 is concerned with factors affecting the demand for technical staff. Part 6 examines cost in relation to specific academic development proposals. Reproduction of text on several pages of this study may be of poor quality as the original is marginal in legibility. (JS)

ED 054 750 HE 002 561
Inventory of Selected Interinstitutional Cooperative Arrangements as of January 1971. Sharing Academic Resources.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—OIR-19
Pub Date Aug 71
Note—139p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Cooperation, *Consortia, *Cooperative Programs, *Directories, *Exchange Programs, Higher Education, *Interinstitutional Cooperation
Identifiers—*New York State University

This inventory-directory provides information on the formal cooperative arrangements of colleges and universities in the State University of New York system. Each entry gives the title of arrangement, names the coordinator or contact person, the beginning date, the participating institutions, and describes the purposes of the arrangement or program. The listing is based on a survey conducted during the winter of 1971 of all cooperative arrangements operating or pending as of January 1971. Only those arrangements which involve cooperation with other institutions of higher education, whether public or private, and which result in a sharing and extension of the academic resources of the institutions involved are included. An analysis of the kinds of institutions represented shows that 199 involved State University institutions only, while 329 involved 1 or more private colleges, out-of-state public or private colleges, or senior colleges of the city University of New York. Nineteen types of cooperative arrangements were identified. (JS)

ED 054 751 HE 002 562
Leslie, Larry L. And Others
Professional Education: Some Perspectives, 1971.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Report No—R-10
Pub Date Aug 71
Note—62p.
Available from—The Center for the Study of Higher Education, 123 Willard Building, The Pennsylvania State University, University Park, Pennsylvania 16802
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Occupations Education, *Institutional Role, *Professional Education, *Professional Services, *Professional Training, Research, Social Change
Identifiers—*Pennsylvania State University

This paper aims to identify major problems in professional education which appear common to all professions. The 4 categories of problems considered are: establishment of an identity and purpose, organization of instruction, relations with other units within the institution, and relations with external agencies. It then discusses, through an analysis of interviews and documents, how these issues apply to the practice of professional education at The Pennsylvania State University. The final section translates the concepts of the literature and the analysis into implications for the larger society. (JS)

ED 054 752 HE 002 563
Walker, George H., Jr.
Status of Phased Retirement in Higher Education.
Central Michigan Univ., Mount Pleasant.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Administrative Policy, *College Faculty, *Faculty, Higher Education, *Retirement

This paper reports a study of phased retirement--an arrangement whereby a teacher moves from full-time teaching through successive stages of part-time work to ultimate full-time retirement. The 140 questionnaires mailed were sent in each state to a major university, a smaller state institution, and an established private college or university. The 114 responses represent 48 states and the District of Columbia. It was found that 8 institutions have phased retirement programs--no 2 in the same state. The programs seem about equally divided between public and private institutions, and have operated from 5 to 44 years. The administrative officer of the program varies, but the program seems to apply to both the administrative and instructional staff. There were few formal activities used to prepare staff members for participation in the phased retirement program and little agreement concerning phases of the program. Evaluations of the program and suggestions for institutions planning such programs were made by respondents. (JS)

ED 054 753 HE 002 564
Perkins, James A.
International Programs of U.S. Colleges and Universities: Priorities for the Seventies.
International Council for Educational Development, New York, N.Y.
Pub Date 71
Note—20p.
Available from—International Council for Educational Development, 522 Fifth Avenue, New York, New York 10036
Document Not Available from EDRS.
Descriptors—*Exchange Programs, Higher Education, *International Education, *International Programs, *Program Design, *Study Abroad

The thaw in the cold war, financial crisis, and rising visibility of serious domestic problems have combined to reduce support for international programs of US colleges and universities. This monograph examines circumstances behind the present crisis, reassesses the goals and structure of international programs, and suggests new directions such programs could take. Recommendations are made concerning specific aspects of international programs such as language and area studies, study abroad programs for American students, foreign students in the US, scholar exchanges, technical assistance, and the basic curriculum. (JS)

ED 054 754 HE 002 565
Hartnett, Rodney T.
Accountability in Higher Education; A Consideration of Some of the Problems Assessing College Impacts.
College Entrance Examination Board, New York, N.Y.
Pub Date 71
Note—23p.
Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Accountability, Evaluation, *Higher Education, *Institutional Research, Institutional Role, *Management Systems, Measurement, *Objectives, Problems

The institutional research that has been carried out continually on many campuses and the kind of educational accounting that is being demanded of higher education are not one and the same. Neither is accountability synonymous with management information systems. This paper attempts to clarify the differences among evaluation in higher education, educational accounting, and management information systems. Evaluation is concerned primarily with educational effectiveness; accountability is concerned with effectiveness and efficiency; and the management infor-

mation system is the central feature of an accountability system. The paper also deals with some of the problems encountered in measuring educational impact, such as: (1) the problem of defining and assessing institutional goals; (2) the criterion problem and behavioral objectives in assessing college impact; (3) the lack of variance problem and the need for multiple criterion measures; and (4) the problem of inferring effects in naturalistic settings. (AF)

ED 054 755 HE 002 567
Mertins, Paul F. Brandt, Norman J.
Financial Statistics of Institutions of Higher Education; Current Funds Revenues and Expenditures 1968-69.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-52010-69
Pub Date 70
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Expenditure Per Student, *Expenditures, *Higher Education, *Income, *Statistical Data, Surveys
The data presented in this publication were obtained in the fourth annual Higher Education General Information Survey (HEGIS IV), which included a questionnaire on financial statistics for the year 1968-69. Revenues and expenditures were listed under the following categories: (1) educational and general revenues (expenditures); (2) student aid grants; (3) major public service programs; and (4) auxiliary enterprises. The summary tables present data on current fund revenues (expenditures) of institutions of higher education by control, region, and state for fiscal years 1967-68 and 1968-69; and on enrollment, current funds expenditures, and expenditures per student by control and level of institution: aggregate United States, for fiscal years 1967-68 and 1968-69. The basic tables present data on current fund revenues (expenditures) by control, level of institution, and source (function), aggregate United States for fiscal year 1968-69; and on current funds revenues (expenditures) of higher education institutions by level of institution, control, region, state or other area and source (function): aggregate United States for fiscal year 1968-69. The methodology of the study, the institutions surveyed, the number of responding institutions, a list of nonrespondents, and the questionnaire are included in the appendices. (AF)

ED 054 756 HE 002 568
Wade, George H.
Opening Fall Enrollment in Higher Education, 1970; Report on Preliminary Survey.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-54003-70
Pub Date 70
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Enrollment, *Higher Education, *Statistical Data, *Surveys
This report presents basic data on total enrollment in institutions of higher education in the fall of 1970. The charts show trends in opening fall enrollments by: (1) institutional control, (2) sex of student, and (3) level of institutions, fall 1963 through fall 1970. In addition, a comparison is made of opening fall enrollments, and percentage distribution by level of institution for fall 1963 and fall 1970. The tables present data on: (1) trends in opening fall enrollment by sex, institutional control, and enrollment category (first-time students and all students), fall 1963 through fall 1970; (2) opening fall enrollment by sex, attendance status, enrollment category, and institutional control and level, fall 1970; (3) opening fall enrollment by sex, attendance status, and state for all institutions, and by level and control of institutions, fall 1970; (4) opening fall enrollment of first-time students by sex, attendance status, and state for all institutions, and by level and control of institution, fall 1970; and (5) opening fall enrollment by institutional control and level, enrollment category, sex, attendance status, state, and institution, fall 1970. (AF)

ED 054 757 HE 002 569
Wade, George H.
Fall Enrollment in Higher Education, 1969; Supplementary Information: Institutional Data.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-54051
Pub Date 71
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Students, *Enrollment, Graduate Study, *Higher Education, *Statistical Data, *Surveys, Undergraduate Study
This report is based on the survey Opening Fall Enrollment (Higher Education), 1969: Supplementary Information, which was part of the 4th Higher Education General Information Survey (HEGIS). The report comprises 3 tables showing fall 1969 enrollment data by state. The first table includes data on students in programs chiefly creditable toward bachelor's or higher degrees, distributed according to residence status, sex, and attendance status. The second table presents data on undergraduate students in bachelor's degree programs, separated into lower division and upper division enrollment, and classified by sex and attendance status. The third table presents enrollment data for students in programs not chiefly creditable toward a bachelor's degree, classified by residence status, sex, and attendance status. The survey report form is reproduced in the appendix. (AF)

ED 054 758 HE 002 570
Branch, Roger G. And Others
The Effects of Patient Contact upon First-Year Dental Students: A Study of Changing Perceptions.
Pub Date 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, *Clinical Experience, *Dental Clinics, *Dental Schools, Professional Education, *Student Attitudes, Students
Identifiers—*School of Dentistry Medical College of Georgia
This study attempted to determine the effects of early patient contact through clinic experience upon the perceptions and attitudes of first year dental students. Questionnaires were administered at the beginning and end of students' first year in an innovative and new dental school where they were introduced to clinic experience within the first few months. There was further opportunity for patient exposure at a clinic in an economically depressed area. The analysis focused upon: the students' perceptions of (1) their patients; (2) the dental profession; and (3) themselves. At issue was: whether perceptions and attitudes had changed; to what degree and in what direction the changes had occurred; and what influence clinical experience had exerted in these changes. The findings were compared with similar studies done at schools where first year students had had not clinical experience. The results indicated that 19 of the 23 subjects had adopted more positive attitudes toward patients, in marked contrast to the results of the other studies. In terms of the profession there was a growing cognizance of reality factors, both positive and negative; and in terms of self-perceptions, the subjects moved rapidly toward a position of viewing self as dentist and feeling more confident and competent in playing professional roles in the clinic. (AF)

ED 054 759 HE 002 571
Platt, Larry A. And Others
The Professionalization Process: An Analysis of the First-Year Dental Student.
Spons Agency—Georgia Medical Coll., Augusta.; Georgia Southern Coll., Statesboro.
Pub Date May 71
Note—34p.; Paper presented at the Annual Meeting of the Southern Sociological Society, Miami Beach, Florida, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Changing Attitudes, *Dental Schools, Professional Education, *Student Attitudes, *Students
Identifiers—*School of Dentistry Medical College of Georgia
This study attempted to ascertain how incoming dental students initially defined selected aspects of their learning environment and how these definitions changed over a period of a year. Specifically, the study attempted to determine changes in student attitudes toward themselves, their faculty, their classmates, and their occupation. The subjects, 24 students at the School of Dentistry of the Medical College of Georgia, were administered questionnaires during orientation week at the end of the first semester and at the end of the second semester. Other research techniques included interviews, document analysis, and field observation. In terms of self-perception, the students moved toward a closer conceptualization of themselves as dentist by the end of the year. Very little modification took place in the students' perceptions of their classmates and faculty. The first year of dental training did, however, affect the students attitudes toward dentistry as measured by their perceptions of the important characteristics of a good dentist and their judgments of the disadvantages of dentistry. (AF)

ED 054 760 HE 002 572
Platt, Larry A. Bailey, Wilfrid C.
The Professionalization of Dental Students: The Application of Socio-Anthropological Methodology.
Georgia Univ., Athens. Dept. of Sociology and Anthropology.
Pub Date Apr 70
Note—10p.; Paper presented at the Annual Meeting of the Southern Sociological Association, Atlanta, Georgia, April 9-11, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Changing Attitudes, *Dental Schools, Dentists, Professional Education, Research, *Research Methodology, *Student Attitudes, Student Motivation, *Students
Identifiers—*School of Dentistry Medical College of Georgia
This paper discusses the advantages of using both qualitative and quantitative methodological procedures in investigating attitudinal and perception changes in the population studied. This project is part of a 4-year longitudinal study involving 24 dental students and 29 faculty members of a new southern dental school. The paper reviews some of the literature on this socioanthropological approach; outlines the procedures used for this study, which included questionnaires, interviews, document analysis, field observation, and field diaries – primarily qualitative methods of inquiry; and some of the limitations of this approach. The methodology was used to ascertain changes in student perception of the role of the dentist and to study the motives of students for entering the field of dentistry. (AF)

ED 054 761 HE 002 577
Trends in Postsecondary Education.
Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Report No—OE-50063
Pub Date Oct 70
Note—261p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE5.250:50063, $2.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Finance, *Educational Opportunities, Faculty, *Financial Support, *Higher Education, *Vocational Education
The papers included in this collection deal with many of the important issues facing US higher education. Papers in Part I are principally concerned with student related issues. The first study examines the process of choosing a postsecondary education. The second considers financial barriers to higher education. State efforts to remove such barriers are the topic of the third. The fourth paper discusses aspects of the expansion of educational opportunity beyond high school. The fifth concentrates on trends in high school vocational education which seem most likely to have significant effects upon future demands for postsecondary education. Part II contains papers concerned with institutional problems and capabilities for expanding educational opportunity. An in-depth review of financing is followed by a study of the junior college role. The next 3 studies deal with the college faculty member: supply and demand, need for new types of faculty to deal with new types of students, and public vocational institution teachers. The sixth discusses the growth of public postsecondary vocational education; and the last studies the current status of proprietary schools. (JS)

ED 054 762 24 HE 002 594
Watt, John R.
Interdisciplinary Curriculum Development in Hospital Methods Improvement. Final Report.
Texas Univ., Austin.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-G-082
Pub Date 31 Mar 71

Grant—OEG-7-70-0149(509)
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Health Occupations Education, *Higher Education, Hospitals, *Instructional Materials, *Interdisciplinary Approach
Identifiers—Improvement Techniques, Industrial Engineering Methods
The major purpose of this project was to develop a "package" curriculum of Hospital Methods Improvement techniques for college students in health related majors. The elementary Industrial Engineering methods for simplifying work and saving labor were applied to the hospital environment and its complex of problems. The report's introduction presents a list of course materials. Chapter I discusses the background and objectives of the project, including the program at the University of Texas and its advantages and disadvantages. The project history is presented in chapter II by summarizing earlier project reports. Chapter III deals with the procedures for and problems of developing the different materials for the course. Chapter IV presents the contents of the package curriculum that include: an orientation book, semi-notes, and case problems. Chapter V presents letters and opinions evaluating the project; and Chapter VI discusses the need for this course, the lack of books and teachers for such a program; the need for work analysts; and markets for this course. (AF)

ED 054 763 HE 002 595
Wade, George H.
Fall Enrollment in Higher Education, 1970; Supplementary Information: Institutional Data.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-72-23
Pub Date 71
Note—165p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE5.254:54051-70, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Students, *Enrollment, *Higher Education, *Statistical Data
This report presents tabular information: (1) enrollment of degree-credit students in institutions of higher education by residence status, level of enrollment, sex, attendance status, state or other area, and institution: Fall 1970; (2) enrollment of undergraduate resident degree-credit students in institutions of higher education by level of enrollment, sex, attendance status, state or other area, and institution: Fall 1970; and (3) enrollment on nondegree-credit students in institutions of higher education by residence status, sex, attendance status, state or other area, and institution: Fall 1970. The appendix contains a fascimile questionnaire with overall totals for the aggregate U.S. entered in each of the data cells. (AF)

JC

ED 054 764 JC 710 225
Nicholson, Darrell H.
A Step Ahead.
Chowan Coll., Murfreesboro, N.C.
Pub Date Jul 71
Note—88p.
Available from—Chowan College Development Fund, Office of the Registrar, Chowan College, Murfreesboro, North Carolina 27855 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), Educational Counseling, *Junior Colleges, Program Coordination, Questionnaires, Surveys, *Transfer Policy, Transfers, Transfer Students
Identifiers—*North Carolina
This study on articulation and requirements for transfer into 4-year institutions serves junior college students, faculty, and staff as a counseling aid and reference text. Questionnaire responses from a random sample of 200 colleges and universities accredited by the Southern Association of Colleges and Schools show that: (1) for transferring D credits when the applicant has an overall C average and the AA degree, 48 percent of the respondents would take the D grades (50 percent qualified acceptance) and 52 percent would not; (2) on repeat hours, 42 percent reported they did not count hours attempted every time a course was repeated, while 58 percent did so; (3) concerning requirements for continued enrollment at the institution, 30 percent required a C average and 64 percent granted good academic standing with less than a C average up to graduation (graduation requiring an overall C average); (4) for a student without the AA degree, or at least a C average on all work attempted, even if the student showed some potential for completion at the institution, 40 percent felt they would not grant him conditional admission, while 60 percent said they would grant some form of conditional admission; (5) respondents have varying numbers of on-campus and off-campus living spaces available for transfers into their junior class in the fall (five schools did not respond to this item).

ED 054 765 JC 710 226
Larson, Dale M.
Library Instruction in the Community College: Toward Innovative Librarianship.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Audiovisual Instruction, Community Colleges, *Instructional Media, *Junior College Libraries, *Junior Colleges, Library Education, *Library Instruction, Library Skills, Multimedia Instruction, Teacher Developed Materials
Although multimedia centers routinely coexist with community college libraries, media use in library instruction has been limited, a surprising fact in view of rapidly expanding enrollments. This study documents current practices in five Southern California community college libraries, and proposes and outlines a videotape for effective instruction in library skills. The proposed videotape has been produced by students at Saddleback College (California), providing both a high level of library learning for participants in the project and a flexible teaching aid now in use at the college. The study includes summaries of librarians' responses and sample forms for use with the videotape. (Author)

ED 054 766 JC 710 227
Robertson, Paula E.
Proposal on Experimental Non-Graded Student Evaluation for English 132 During Spring Semester 1971.
College of the Mainland, Texas City, Tex.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, English, *Experimental Teaching, Humanities Instruction, *Instructional Innovation, *Junior Colleges, Literature, *Nongraded System, Questionnaires, Teaching Techniques, *Ungraded Classes
A proposal to establish an experimental nongraded course in English is described, along with the results from the students' course evaluation. The following hypotheses and responses are disclosed. It was believed that a non-graded class situation would (1) have a positive effect on the student, (2) improve student-instructor relationships, (3) encourage cooperation among students, (4) result in greater student involvement, and (5) encourage self-initiated reading and creativity. Student evaluation showed a general positive reaction toward the non-graded approach. Specifically, they felt free of tension, unnecessary pressure, and competition for grades. The nongraded course, however, did not increase their interest in the subject matter. Students regarded the instructor positively and saw him as a helper rather than as a distributor of grades. They did not feel the instructor's effectiveness was diminished. The class as a whole worked together and the students were encouraged to help one another. Feelings toward involvement in class discussion were highly positive. The students also felt encouraged to produce a good paper and to explore new ways of self-expression. The student questionnaire is included. (MN)

ED 054 767 JC 710 228
Young, William M.
Determination of Salaries of Professors in Colleges Without Academic Rank.
Pub Date 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, Educational Accountability, *Faculty Promotion, *Junior Colleges, *Salary Differentials, *Teacher Salaries
From the 141 2-year and 4-year colleges in the United States not utilizing academic rank, 123 colleges were queried about what basis they used for assigning faculty salaries. The findings indicate that salary determination in colleges without professorial rank is overwhelmingly decided by the two objective factors, education (degrees and credits earned) and experience. Other characteristics mentioned were: classroom teaching effectiveness, professional growth potential, contribution to the college, and community activities. (MN)

ED 054 768 JC 710 229
Petrillo, Joseph E.
Are Your Employment Practices Legal?
American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date Nov 71
Note—4p.
Journal Cit—Junior College Research Review; v6 n3 Nov 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Court Litigation, *Employment Patterns, *Employment Qualifications, Job Applicants, *Junior Colleges, *Legal Responsibility
Until recently, because of the shortage of instructors, junior colleges set few employment restrictions. Standard qualifications were mastery of subject matter, ability to communicate it, interest in students, and understanding of the college philosophy. As eligible applicants increase, so do questions about employment and certification requirements. Hiring practices have to date shown little concern for teaching proficiency (e.g., causing learning according to defined outcomes), but have generally depended on degrees, etc. This paper questions whether the procedure is non-discriminatory, whether the requirements beyond state credentialing relate directly to job performance. It discusses the possible impact on teacher certification and employment of Griggs vs Duke Power Company. Although this is an industrial case, subsequent judgments may alter traditional patterns in other areas by bringing an historical pattern in line with prevailing social realities or even beginning a new tradition. The court is unlikely to find credentialing, for instance, inherently discriminatory; the question seems clearly limited to requirements that tend to preserve existing patterns of discrimination or that do not clearly measure the applicant's ability to do the job. (If the courts consider credentials to be only licenses [with no elements of contract], they are outside the scope of Griggs.) Since the basic issue is discrimination in employment, any public agency must therefore justify its hiring practices by showing a rational connection between the requirements and the actual demands of the job. (HH)

ED 054 769 JC 710 230
Hill, C. R. Tolle, D. J.
Making Teacher Education Relevant: Community College Cooperative Internship Program.
Saint Louis Junior Coll. District, Mo.; Southern Illinois Univ., Carbondale.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Sep 71
Note—154p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Effective Teaching, Field Experience Programs, *Internship Programs, *Junior Colleges, *Teacher Education, Teacher Evaluation, Teacher Improvement, *Teacher Programs, *Vocational Education Teachers
Identifiers—Saint Louis Junior College District, *Southern Illinois University
This is a report and evaluation of a Ford Foundation-funded 5-year project to help prepare more effective teachers for 2-year post-high school occupational programs. It was conducted jointly by the Junior College District of St. Louis-St. Louis County and Southern Illinois University from July 1, 1966 to June 30, 1971. The primary goal of the Ford Project Community College Cooperative Internship Program for the preparation of teachers was to help increase the supply of more effective teachers and to help them gain a better understanding of the comprehensive community college. Interns had teaching respon-

sibilities, took part in faculty and staff meetings, interviewed junior college faculty and attended two seminars at the university. The program was evaluated by administrators, faculty, and students as a very effective and worthwhile experience. (MN)

ED 054 770 JC 710 233
Wattenbarger, James L. Sakaguchi, Melvyn
State Level Boards for Community Junior Colleges: Patterns of Control and Coordination.
Florida Univ., Gainesville. Inst. of Higher Education.
Pub Date Aug 71
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Role, Fiscal Capacity, *Junior Colleges, Master Plans, *Planning, State Aid, *State Boards of Education, *Statewide Planning

Patterns of control and coordination for community junior colleges as shown by state-level boards are reviewed. It was found that 43 states had developed a state-level agency responsible for coordinating, planning, and in some cases controlling this level of education. The study indicated a decisive trend toward state-level concern for community junior colleges. An increase in state-level planning and financial support seemed to accompany an increase in state-level control and operation. Thirteen states reported that a state board coordinates their community junior colleges; five states coordinate or administer their colleges through a university board, which is also concerned with other institutions of higher education; 14 states use the state department of education as the locus of responsibility, with usually a special staff or division in charge; and 11 states assign responsibility for community junior colleges to the same board that is responsible for all of higher education. These four categories, of course, encompass a wider variety of board responsibilities than is shown here. (AL)

ED 054 771 JC 710 234
Greening, Ruth Patricia Browne
A Course of Study in Acting Fundamentals for Junior College.
Pub Date 71
Note—189p.; Master's thesis
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Acting, *Behavioral Objectives, *Course Objectives, *Junior Colleges, Pantomime, Production Techniques, *Theater Arts

A complete and comprehensive course of study in acting fundamentals for the junior college is presented. Its overall goals are to develop individual sensitivity and creativity, without neglecting essential skills and traditional theatrical and academic values. Justification of major course objectives in the junior college curriculum, presentation of exercises and instructional materials, a final evaluation and conclusion, and an appendix of additional exercises comprise the paper's main sections. Precise objectives are specified with appropriate exercises for achieving them. The exercises are complied from authoritative books on, and personal experiences with, acting, dancing, voice, therapy, and physical culture. Others are the author's own invention; still other are adaptations, variations, or developments of exercises in common use at the time of writing. These are used in conjunction with the six instructional units: (1) Body Movement, (2) Sense, Memory and Pantomime, (3) Voice, (4) Stage Mechanics, (5) Planning a Scene, and (6) Developing a Scene. (AL)

ED 054 772 JC 710 237
Nichols, Suzanne
Model for Participatory Governance for Community Colleges.
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administration, *Administrative Change, *Administrative Organization, *Governance, *Junior Colleges

A model for participatory governance is developed as a means to better achieve the community college's broad goals and objectives. These are contrasted with those of 4-year institutions using student screening and selection devices, and high schools with their different educational emphasis. It presents the conflict faced by the community college: an institution that is charged with providing instruction to meet the societal needs of all persons over 18, but that must generally operate with a staff-line administrative structure reminiscent of high schools and a curriculum generally paralleling the university's freshman and sophomore years. The Board of Trustee's role is reviewed and its responsibility for producing a favorable atmosphere in which professionals might extend themselves creatively is emphasized. Actual implementation and support for this thrust of creativity are administrative functions. How to accomplish this goal is suggested in the model for participatory governance. The explanatory organization chart displays the model of governance as participation with directors and divisions in lieu of the more traditional dean system. It is concluded that use of this model increases accountability at all levels, both administrative and instructional. (AL)

ED 054 773 JC 710 238
Eckert, Ruth E. Williams, Howard Y., Jr.
The Career Motivations and Satisfactions of Junior College Teachers--A Second Look.
Pub Date [71]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Job Satisfaction, *Junior Colleges, *Longitudinal Studies, Questionnaires, *Teacher Characteristics, *Teacher Motivation, *Teacher Role
Identifiers—*Minnesota

Minnesota junior college staffs, before and after the colleges joined state-planned and financed programs are described. Findings from an initial 1956 study, compared with a 1968 survey, stress two questions: how teachers in junior college differ from those in other college and university programs, and how current junior college faculty members compare with those on a staff 12 years earlier. Questionnaire data showed that junior college teachers, more than university teachers, come into college teaching more by accident than they do by plan, although this condition has improved since 1956, when "happenstance" played a larger role. Junior college teachers usually begin as high school teachers and pursue graduate work part-time. Doctoral degrees are rare but more are en route than was true in the mid-50s. Reasons given by junior college staff for selecting an academic career show more concern than 4-year staff for students and their educational growth and less interest in research. Junior college duties center on teaching and other student services with little time left for research, professional writing, or off-campus consultant jobs. More than 4/5 of the junior college faculty members sampled are satisfied with their careers, significantly more than in 1956 and now equaling the 4-year colleges. Dissatisfactions focus on a less-than-expected life style, heavy work loads, administrative red tape, inadequate facilities, and lagging salaries. On the whole, the findings suggest that faculties of junior colleges have made substantial gains in 12 years, especially in salary, working conditions, and general satisfaction with the institution. (MN)

ED 054 774 JC 710 239
Wakita, Kayoko
Asian Studies Survey--Spring 1970.
Los Angeles City Coll., Calif.
Report No—RS-71-10
Pub Date Oct 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foreign Students, *Junior Colleges, Social Disadvantagement, *Social Discrimination, Social Factors, Social Influences, *Social Integration, *Social Values

Of a questionnaire sent to 1700 Asian students enrolled in the 1970 spring semester at Los angeles City College, 659 (38%) responded. Returns were mostly from those of Japanese or Chinese ancestry who were categorized as (1) foreign-born, (2) native-born, and (3) those from Hawaii. A distinct language barrier between the foreign-born and native-born was evident. Foreign-born quite often looked upon the native-born as offspring of immigrants and of lesser status, considering them inferior because of their inability to speak the ancestral tongue. Native-born, long identified as a minority and with appurtenant parental influences (e.g., relocation camp experiences), reacted strongly to questions on discrimination. Hawaiian-born also had grievances about attitude. They have experienced prejudice from both native-born and foreign-born: (1) foreign-born ignore them as having a language problem either in English or in the inherited tongue or both; (2) native-born ignore them for having inferior English. Hawaiian-born seem to congregate together, considering the native-born unfriendly and the foreign-born too shy. Special effort was made to contact self-identified students and encourage them to apply for available minority grants. (Author/AL)

ED 054 775 JC 710 240
Stein, Ruth S.
Questionnaire Responses of High-School Honors Applicants Who Did Not Complete Any Course Work.
Los Angeles City Coll., Calif.
Report No—RS-71-9
Pub Date Sep 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Bound Students, *High School Students, *Honors Curriculum, *Junior Colleges, *Program Evaluation, Questionnaires

Los Angeles City College encourages twelfth-graders from nearby high schools, judged by their counselors to be capable of college course work, to request admission to classes in the High-School Honors program. Attrition, paricularly between submission of class requests and attendance past the first weeks of class, is great. The present study attempts to find reasons for this. Questionnaires were sent to 56 to 58 students failing to enroll in or to complete courses in summer 1970; 24 were answered and returned. Of 117 fall 1970 applicants, 99 deliverable questionnaires yielded 43 responses. Most of the respondents interrupted the college-going sequence before attending any classes. Their major reasons were difficulty in adjusting their high-school class schedules, unexpectedly heavy study or school activity loads, outside job demands, and transportation difficulties. While it is probably inevitable that a noticeable proportion of high school seniors in a program such as this will fail to enroll in or complete the college courses they initially plan to take, it may be possible to reduce the dropout rate somewhat by more careful preparation of the informational bulletin sent them from the college and by devising better means of delivering on to every potential applicant. Scheduling a few more courses transferable to the University of California at 1:00 or 2:00 might help those with high-schhol schedule conflicts. (AL)

ED 054 776 JC 710 241
The Role of Paraprofessionals in Community College Pupil Personnel Services.
San Joaquin Delta Coll., Stockton, Calif.
Pub Date 71
Note—39p.; Paper presented at the Northern California Presidents Conference, Asilomar Conference Grounds, Pacific Grove, October 10-12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Services, *Junior Colleges, *Paraprofessional School Personnel, Questionnaires, *Student Personnel Services, *Subprofessionals
Identifiers—California, Peer Counseling

Increased counseling loads matched with decreasing school funds have resulted in many community colleges examining more closely the use of paraprofessionals in pupil personnel services. These new and specialized positions are supposed to free the counselor from many of his less demanding tasks. A questionnaire was developed and sent to all California community colleges to determine: (1) how receptive counselors, administrators, and counselor educators are to the concept of using paraprofessionals in pupil personnel services, and (2) to what extent these same groups agree or disagree on selection, training, supervision, and function of paraprofessionals in these services. Eighty-eight per cent of those sampled returned the questionnaire. Five tables were constructed to present the data: (I) Subdivision of Questionnaire Content into Categories. (II) Description of the Populations in Frequencies and Proportions, (III) Tabulation of Frequency and Percentage, (IV) Tabulation of Frequency and Percentage of Responses to Selection Categories, and (V) Tabulation of Frequency and Percentage of Responses to Training Categories. The tables indicated counselor, administrator, and counselor-educator attitudes toward paraprofessionals. Chi-square statistics are available on request. (AL)

ED 054 777 JC 710 242
Lach, Ivan J.
A Study of Lake Land College Transfer Students.
Lake Land Coll., Mattoon, Ill.
Pub Date Aug 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Followup Studies, *Graduate Surveys, *Junior Colleges, Multiple Regression Analysis, *Predictor Variables, *Transfer Students
Identifiers—*Illinois
This is a report of an extensive follow-up study of Lake Land College transfer students at Eastern Illinois University. An analysis of their grade point average (GPA) term by term reveals a drop in GPA the first term after transfer and subsequent recovery. This phenomenon, known as "-transfer shock," is compared with results obtained in national studies. An attempt to develop a multiple-variable regression equation for the prediction of success after transfer by use of a multiple stepwise regression revealed that, after using the GPA at the junior college as the first variable, additional variables were not significant. The study indicates that ACT scores and high school rank are significant predictors of success in a college transfer program at a junior college, but, after two years, the junior college GPA is the only significant predictor of success in the upper-level universities. This finding has many implications for the admission policies of junior college transfer students to 4-year institutions. (Author/MN)

LI

ED 054 778 LI 002 996
Anders, Mary Edna
Library and Reference Applications: Census Tapes and Printed Reports.
Spons Agency—Bureau of the Census (DOC), Suitland, Md.
Pub Date Jun 71
Note—10p.; (7 References); Paper Prepared for 1970 Census Data Applications Conference at University of Tennessee, February 23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Census Figures, *Information Services, *Information Sources, Librarians, Library Collections, Library Planning, *Library Services, *Magnetic Tapes, Use Studies
Census tapes are not a ready reference tool and must be supported by appropriate program tapes. However, census materials provide the single, most important sources of information and measures which, properly used, provide a better understanding of our society. In utilizing census products, librarians need to fill the role of a user, as well as that of middleman or distributor. Census data can contribute to planning library services and collection development, cooperation, and analyzing and evaluating services for the librarian in the role of a user. The librarian as a middleman must provide access to printed reports, assistance in use, indexing, and information about tapes and tape use. Users will be planning and development agencies, local organizations, local businessmen and students. (AB)

ED 054 779 LI 002 997
Selected Proceedings of a Special Study Institute on Improving Library Services for Handicapped Children (Buffalo, New York, February 1-4, 1971).
New York State Education Dept., Albany. Div. for Handicapped Children.; State Univ. of New York, Buffalo. School of Information and Library Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—83p.; (1 Reference)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Blind Children, Conference Reports, Deaf Blind, Deaf Children, Exceptional Children, *Handicapped Children, Information Sources, Instructional Media, *Library Cooperation, Library Materials, *Library Programs, *Library Services, Programed Materials, Reading Instruction, School Libraries
Identifiers—*New York State
The goal of the institute was better library service for the thousands of handicapped children in New York State. Librarians, special educators, and others in allied fields have concern for these children and wish to offer service or improve existing programs. Some do not know where to start and may even be afraid to make the first step. Others do what they consider possible, often unaware of sources of aid and sometimes even duplicating existing services. Many offer excellent programs which need wider publicity and use. All need to know about the problems each face in their own situations as well as their strengths and assets. There is never enough funding and it is crucial that every potential source of aid be coordinated for the achievement of the ultimate in library service for the handicapped. The report covers the taped portions of the institute which studied various aspects of improving library services to handicapped children including, media, use of libraries by exceptional children, library materials, school library programs, cooperation, programmed reading materials, audiovisual aids and Braille, information sources, and nation wide services. (Author/AB)

ED 054 780 LI 002 999
Swift, D. F. And Others
Investigation Into Sociology of Education Abstracts: Volume I, Report on First Stage of Project.
Oxford Univ. (England).
Spons Agency—Office for Scientific and Technical Information, London (England).
Pub Date Aug 70
Note—276p.; (44 References)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Abstracts, *Educational Sociology, *Foreign Countries, *Information Needs, Information Processing, Information Retrieval, *Information Services, Information Systems, Use Studies
Identifiers—*Current Awareness Systems, Great Britain
The OSTI-SEA (Sociology of Education Abstracts) project was conceived as a result of the awareness that the task of SEA as a service was steadily increasing in complexity and size. A three-year project was initiated to develop a system to meet information needs, patterns of inquiry and preferences as to type of service of its users. The study covered the selection process and present use of the literature, document description which dealt with SEA abstracts, and users and user needs. Suggestions are presented which represent a reasonable compromise between the "best" view of experts and the majority view. SEA is a service for specialists and although there is a feeling of obligation to meet the needs of a wider clientele, the service to specialists is of higher priority. (AB)

ED 054 781 LI 003 000
Proceedings of the Federal Library Committee Meetings, December 16, 1970 and April 28, 1971 on Implications to the Federal Library Community of the Airlie Conference on Interlibrary Communications and Information Networks, September 28--October 2, 1970.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.; Federal Library Committee, Washington, D.C.
Pub Date Jun 71
Note—24p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Federal Government, *Information Networks, *Information Systems, *Library Automation, *Library Networks, Library Programs, National Libraries
Identifiers—Federal Libraries, *Federal Library Committee, FLC
The Federal library community has felt an increasing concern about the role that Federal libraries will play in library and information network systems. Because of this concern, the Federal Library Committee (FLC) called a meeting at the Library of Congress on December 16, 1970 to discuss the implications for Federal libraries of the Conference on Interlibrary Communications and Information Networks (CICIN) which had been held at the Airlie Conference Center, Warrenton, Va., from September 28 through October 2, 1970. Summaries of the Working Groups' recommendations, along with recollections of detailed discussions and working problems which were encountered in developing these recommendations were presented at this meeting. Participants and the Conference Working Groups represented are listed. The summary conclusions and recommendations of that meeting were studied by FLC's Task Force on Automation and those deemed to be most interest and importance to the Federal library community were presented to FLC during its April 28 meeting. FLC Task Forces will study these recommendations for determination of future projects and programs. (AB)

ED 054 782 LI 003 001
Ernst, Ronald L. Yovits, Marshall C.
Information Science as an Aid to Decision-Making.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—TR-69-13
Pub Date Sep 69
Note—25p.; (13 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Information Dissemination, *Information Processing, *Information Science, *Information Systems, *Models
This paper deals with the organization of two important areas which interact strongly: information science and decision-making. Both are commonly and extensively used in a variety of ways and share an equally commonly and extensively used variety of definitions. This paper deals with the mutual interaction between information science and decision-making. In order to organize or to relate these two fields to each other, a number of important criteria must be considered. For example, the organization or interrelationship should have generality, applicability, utility, reality, and the potential for quantification. A generalized information system which satisfies all of these criteria is defined in detail. It consists of four interconnected components: an information source which acquires and disseminates information (IAD), a decision-maker which accepts the information from the source and disseminates courses of action on execution function which takes the courses of action and converts them into observables (the resultant of the courses or plan of action), and a transformation function which accepts the observables and transforms them into data which are fed to the IAD. (Author)

ED 054 783 LI 003 024
Nazzaro, Lois B., Ed.
Annotated Bibliography, January 1, 1971.
Free Library of Philadelphia, Pa.
Pub Date 1 Jan 71
Note—79p.; (610 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Literacy, *Adult Reading Programs, *Annotated Bibliographies, Bibliographies, Educational Disadvantagement, *Reading Materials, Reading Programs, Young Adults
The 610 references in this bibliography are designed to aid under-educated adults and young adults in overcoming the educational cultural and economic deficiencies in their lives. This bibliography is a record of the instructional materials in the Reader Development Program of The Free Library of Philadelphia. The Program makes available materials, written on or below the 8th grade reading level, to instructors, tutors, reading specialists, social workers, and others working with the under-educated, as well as the individual himself. The collection is divided into the following seven major reading interest categories: (1) leisure reading; (2) the community; (3) family life; (4) jobs; (5) reading, writing, arithmetic; (6) science and (7) the world and its people. (MM)

ED 054 784 LI 003 054
Photocopying and the Law: A Guide for Librarians and Teachers and Other Suppliers and Users of Photocopies of Copyright Work.
Australian Copyright Council, Sydney.
Pub Date 70
Note—7p.; (1 Reference)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Copyrights, Illustrations, *Information Dissemination, *Laws, Publications, *Publishing Industry, Research Reviews (Publications)
Identifiers—*Fair Use
Some possible uses to which the photocopying of copyright works can be put under the Copyright Act of 1968 are explored. The topics con-

sidered are "substantial part," fair dealing in relation to research, private study and published criticisms or reviews, photocopying limitations, illustrations and multiple copies. The law, as interpreted by those who have used it, is not unduly restrictive. Nevertheless, there must be a limit on the unlicensed photocopying of copyright works. (AB)

ED 054 785 LI 003 055

Crusz, Rienz W. G.

Organization and Management of Government Documents: An Investigation With Special Reference to the University of Waterloo Libraries.

Waterloo Univ. (Ontario). Dana Porter Arts Library.

Pub Date 9 Oct 69

Note—47p.; (50 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Foreign Countries, *Government Publications, *Library Collections, Library Services, *University Libraries, Use Studies

Identifiers—*Canada

A study was made on a reorganization of the holdings of government documents in the University into a separate collection. On the basis of evidence presented in the course of the study, depository status for all Canadian Federal Documents for the library, and a separate documents division to control and service them was recommended. The arguments were more related to the logic of future developments, rather than the existing conditions that prevailed. If the use and size of government documents could be stabilized at present levels, then the expertise of a documents librarian, without the device of separation, should prove sufficient. The evidence from projections, however, was more than compelling, and even if some element of speculation in these projections was accepted, broad trends of academic development on the campus have been irrevocably set. To this extent, the development and control of government documents on the lines recommended seem inevitable. (Author/AB)

ED 054 786 LI 003 056

Thomas, P. A.

A Procedural Model for the Use of Bibliographic Records in Libraries.

Aslib, London (England).

Report No—Aslib-OP-4

Pub Date 70

Note—102p.;(1 Reference)

Available from—Aslib, 3 Belgrave Square, London, S.W.1, England ($4.62)

Document Not Available from EDRS.

Descriptors—*Bibliographic Citations, Data Analysis, Foreign Countries, Libraries, *Library Automation, *Library Technical Processes, *Models, Records (Forms), Systems Development

Identifiers—*Great Britian

The work reported here is the second stage of a study initially reported in Aslib Occasional Publication no. 3 (The Use of Bibliographic Records in Libraries, by P.A. Thomas and H. East). The earlier paper reported on an analysis of procedures for classification of processes, applicable to all types of libraries, and a statement of what data elements were necessary for each activity within each process. The schematic diagrams of the earlier paper represented the unit activities that must be combined to form an integrated system. In this paper the unit activities have been woven together into a procedural model, using a minimum number of forms and files adequate to recording all the basic activities of a library. This model is not offered as a standard to which libraries should adhere, but as a tool to aid in the design of systems of bibliographic records. A worked example is presented, in which an imaginary library operating under certain local conditions is described, and a forms system is designed for it in accordance with the model. (Author/AB)

ED 054 787 LI 003 057

Proceedings of the ICA Conference (4th, Washington, D.C., November 11-13, 1970).

Intergovernmental Council of ADP, Jerusalem (Israel).

Pub Date Apr 71

Note—93p.; (0 References)

Journal Cit—ICA Information; n7 April 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computers, Conference Reports, *Electronic Data Processing, *Federal Government, Federal Legislation, Federal Programs, *Foreign Countries, *Government (Administrative Body), *Information Dissemination, *Management Information Systems, Management Systems, Policy, Purchasing, Technology

The proceedings of the Fourth Conference of the Intergovernmental Council for ADP-ICA, are contained in this, the 7th issue of the ICA-Information, the Council's official publication. The proceedings include the edited minutes of the sessions, which covered the following topics: Management information systems for the government, Policy considerations in the use of ADP in the Federal Government; ADP for legislature, computer technology and the legislative process, the role of ADP in government, U.S. General Accounting office activities in connection with the Federal Government ADP program, government procurement policy and implementation, and ADP procurement in the United States Government. A summary of the sessions on Council affairs as well as on the ICA working-groups is contained in Circular Letter No. 15, presented as Annex I. Annex II is the full list of participants in the Conference sessions and in the official receptions. (AB)

ED 054 788 LI 003 058

Basic Documents of the Seminar on the Acquisition of Latin American Library Materials, Inc.

Organization of American States, Washington, D.C.

Pub Date May 68

Note—21p.; (0 References); Cuadernos Bibliotecologicos 45

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Foreign Countries, *Library Acquisition, *Library Associations, *Library Materials, Library Services, Organizations (Groups), Seminars

Identifiers—*Latin America, SALALM, Seminar Acquisition Latin American Library Materia

At its eleventh annual meeting in 1966 the Seminar on the Acquisition of Latin American Library Materials decided that the activity carried on principally by informal cooperation up to that time should be brought into a more formal organizational pattern. Draft texts of the Constitution, By-Laws, and Articles of Incorporation were prepared and discussed for several months, and presented to the Twelfth Seminar by the Steering Committee's Ad Hoc Committee on Incorporation of SALALM. Incorporation of the Seminars was approved in the District of Columbia in January 1968. Efforts were made for tax exempt and tax deduction status so that grants and contracts to carry out certain activities of interest to it requiring funds beyond the membership fee could be accepted. These are the three basic documents of the organization including the Constitution, By-Laws and Articles of Incorporation. (Author/AB)

ED 054 789 LI 003 064

Volunteer Aides Handbook: Media Center.

Orange County Dept. of Education, Santa Ana, Calif.

Pub Date Sep 71

Note—108p.; (80 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Audiovisual Aids, Guides, *Instructional Materials Centers, *Library Education, *Library Technical Processes, *Library Technicians, *Volunteers, Volunteer Training

This handbook for library or instructional materials center aides can be used by or with students or volunteer adults who participate in the processing and circulating of all media used by students in a school. It includes vocabulary, suggests procedures, and identifies audio-visual equipment usually found in a media center. (Author)

ED 054 790 LI 003 065

Hattery, Lowell H., Ed. Bush, George P., Ed.

Automated Information Systems and Copyright Law: A Symposium of the American University.

American Univ., Washington, D.C.

Pub Date 68

Note—34p.;(134 References)

Journal Cit—Congressional Record; v114 n102 p1-34 Jun 11-14 1968

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Authors, *Automation, *Computers, *Copyrights, Information Retrieval, Information Storage, *Information Systems, *Laws, Publishing Industry

The symposium on automated information systems and copyright law held at American University in April 1967 is entered into the Record by Hon. Robert W. Kastenmeier so as to be readily available to members and others interested in this subject matter. The papers are: (1) Copyright Law Revision; (2) Post-Gutenberg Copyright Concepts; (3) Copyright and the Computer; (4) Economics, Automation and Copyright; (5) Electronic Computers; (6) Technology and the Copyright Law; (7) Author's Rights; (8) Permission and Payments in Automated Systems; (9) A Code for the Unique Identification of Recorded Knowledge and Information; (10) The Publishers' Rumplestilskin; (11) Summary and Analysis and (12) Conclusions and Recommendations. (MM)

ED 054 791 LI 003 066

The Role of Libraries in the Process of Modernization.

Korean Library Association, Seoul.

Pub Date 69

Note—113p.; (7 References); Report of the Asia-Pacific Conference on Libraries and National Development (Academy House, Seoul, May 28-30, 1969)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Conferences, Cooperative Programs, *Developing Nations, *Libraries, *Library Associations, *Library Planning

Identifiers—Korean Library Association, *Library Role

The Asia-Pacific Conference on Libraries and National Development aims to join positively in national modernization and to promote international cooperation by studying and talking about how the libraries in other friendly nations contribute to their countries' development. The 35 delegates from 10 countries engaged in discussions on the role of libraries and on the way a country grows and develops. At length, it was concluded that the library is the basic and serious tool to play a role far more important than any other fields in the nation's development. (Author)

ED 054 792 LI 003 067

Phillips, Don

Illinois Libraries and the Sound of Music.

Spons Agency—Music Library Association, Ann Arbor, Mich. Midwest Chapter.

Pub Date [71]

Note—16p.;(1 Reference)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Library Associations, *Library Services, Library Surveys, *Library Technical Processes, *Music, Questionnaires

Identifiers—*Music Library Associations

The primary goal of this survey is to discover the potential membership for a state sub-chapter in the Music Library Association. It also aims to discover the extent of the use of music specialists with music collections. In 1969, representatives from each state in the Midwest Chapter of the Music Library Association were delegated to query libraries of every type having music collections. Any library or organization having materials or equipment related to music received a questionnaire. By June 1970, 57.6% of the 156 questionnaires mailed were returned and found usable in the survey. Each section of the questionnaire made it painfully clear that a great variation in the approach to music service exists over the state. (MM)

ED 054 793 LI 003 068

Bookstein, Abraham

Congestion at Card and Book Catalogs--A Queuing Theory Approach.

Pub Date 71

Note—32p.; (6 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Book Catalogs, *Catalogs, *Design, *Dictionary Catalogs, *Divided Catalogs, Library Services, Mathematical Models, Models

The question of whether a library's catalog should consist of cards arranged in a single alphabetical order (the "dictionary catalog) or be segregated as a separate file is discussed. Development is extended to encompass related problems involved in the creation of a book catalog. A model to study the effects of congestion at the catalog is created. Using a drawer

chosen randomly from either a dictionary catalog, or the subject or author-title part of a split catalog, three measures of congestion are considered: (1) the probability that the drawer is being used, (2) the average time needed to wait for a use and (3) the average number of people attracted to the drawer at any time. All the parameters used and the basic relations among them are collected in Section II. The first measure of congestion considered is the likelihood that a user must wait before he can use a drawer. The next measure of congestion is the mean time a user must wait to gain access to a drawer. The final measure of congestion is the number of people contributed to the system at any time along each drawer. Section VI considers the implications of the model for the construction of book catalogs. It was found that each of the three criteria of congestion can lead to a different conclusion. (Author/NH)

ED 054 794 LI 003 069
Hobson, Julius W.
The Damned Information; Acquiring and Using Public Information to Force Social Change.
Washington Inst. for Quality Education, Washington, D.C.
Pub Date Jun 71
Note—63p.; (70 References); Legal discussion and analysis of the Federal Freedom of Information Act and similar laws in 50 states
Available from—Washington Institute for Quality Education, 300 "M" Street, N.W., Washington, D.C. 20024 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Censorship, *Federal Laws, *Freedom of Speech, *Information Dissemination, Information Needs, *Information Sources, *Information Utilization, Social Change, Social Discrimination
Identifiers—*Federal Freedom of Information Act, Freedom of Press
In recent years, new and powerful legal tools have been forged to get information on social problems into the hands of the public. Yet many people who would put the information to work know little or nothing about the tools for getting it. This book attempts to draw together available information about getting and using public data. It is keyed to the needs of both the social activist and his lawyer. Part 1: How to get the information is primarily for the social activist and researcher, offering fairly simple, practical advice about gathering information. Part 2: How to use the information offers some practical illustrations from cases in the major controversial fields of education, employment, and transportation. Part 3: Source materials on information laws provides references to all major statutes. The full text of the federal act is included. After reading this book citizens should consult public interest law firms, neighborhood legal services, and civil liberties lawyers regarding what can be done under the law in these areas. (Author/NH)

ED 054 795 LI 003 070
Malugani, Maria Dolores
IICA--An Instrument for the Development of Agricultural Information in Latin America.
Inter-American Inst. of Agricultural Sciences, Turrialba (Costa Rica).
Pub Date 70
Note—37p.; (50 References); Paper presented at International Association of Agricultural Librarians and Documentalists (IV World Congress, Paris, 20-25 April, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agriculture, *Documentation, *Foreign Countries, Human Resources, *Information Dissemination, *Information Systems, International Programs, Library Services
Identifiers—*Latin America, OAS, Organization of American States
The Inter-American Institute of Agricultural Sciences (IICA) is a specialized agency of the Organization of American States, devoted to the promotion of inter-american solidarity through leadership, institutional cooperation and multinational efforts. The programs for the development of the library and documentation services of the Library and Documentation Service, at an inter-american level are carried out on the basis of five main activities: (1) Documentation activities, particularly in the field of bibliography, standardization, reproduction of documents and communications; (2) Training courses for agricultural librarians; (3) Consultation services for member countries of the Organization of American States; (4) Library and documentation publications program and (5) Promotion of cooperation and realization of technical meetings, seminars and roundtables, at the inter-american level. (Author/NH)

ED 054 796 52 LI 003 071
Bundy, Mary Lee Wasserman, Paul
The Academic Library Administrator and His Situation. Final Report.
Maryland Univ., College Park. School of Library and Information Services.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1084
Pub Date May 70
Contract—OEC-1-7-071084-5017
Note—122p.; (3 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administration, *Administrator Role, *Innovation, *Librarians, Library Surveys, Public Libraries, Questionnaires, School Libraries, Special Libraries, *University Libraries
Identifiers—*Librarianship
The purpose of this study is to analyze the characteristics of administrators and of the organizations and the environments in which they function in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: academic library, public library, school library and special library. In this study of the academic library administrator, from a universe made up of academic institutions with student bodies of 3000 or more, a total of 161 administrators responded to the questionnaires. Full details of sample choice and design and an analysis of the sample are contained in the Appendixes of this report. It was concluded that to realistically assess the prospects for change in academic libraries is to expect only the most minimal in the way of basic modification in the foreseeable future. For there is at present no clear and unambiguous mandate for innovation which has yet captured the imagination or provoked the conscience of the administrative class in academic librarianship. (for other parts of this study see LI 003072 through LI003074) (Author/NH)

ED 054 797 52 LI 003 072
Bundy, Mary Lee And Others
The Public Library Administrator and His Situation. Final Report.
Maryland Univ., College Park. School of Library and Information Services.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1084
Pub Date Jun 70
Contract—OEC-1-7-071084-5017
Note—128p.; (3 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administration, *Administrator Role, *Innovation, *Librarians, Library Surveys, *Public Libraries, Questionnaires, School Libraries, Special Libraries, University Libraries
Identifiers—*Librarianship
In this study of the public library administrator the universe was made up of public libraries serving populations of 100,000 or more. A total of 102 administrators responded to the questionnaire. Full details of sample choice and design and an analysis of the returns are contained in the Appendix. A primary concern was to discern where and how and whether change was taking place in the organizations, and insofar as possible, to perceive the degree and the mechanisms by which the librarians who responded to the study instruments provided impetus for such change. It was concluded that the typical public library director is sincerely concerned with advancing the public library. Yet expressed dissatisfaction with the existing order and even a disposition toward alternatives to the conventional scheme of things do not equate with a propensity to change things. And the evidence of this study reveals an administrative class whose personal characteristics, attitudes of mind, and value assumptions strongly militate against the assumption of a change agent role. (Other parts of this study are available as LI003071 and LI003073-4) (Author/NH)

ED 054 798 52 LI 003 073
Bundy, Mary Lee And Others
The School Library Supervisor and Her Situation. Final Report.
Maryland Univ., College Park. School of Library and Information Services.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1084
Pub Date Aug 70
Contract—OEC-1-7-071084-5017
Note—128p.; (0 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administration, *Administrator Role, *Innovation, *Librarians, Library Surveys, Public Libraries, Questionnaires, *School Libraries, Special Libraries, University Libraries
Identifiers—*Librarianship
In the study of the school library supervisor, the universe was made up of those school systems in the United States with enrollments of 25,000 or more and identified as having the position of school library supervisor. Questionnaires were sent to all 150 supervisors thus identified and 99 returned the questionnaire. Full detail of sample choice and design and an analysis of the returns are contained in the Appendix. It was concluded that, unlike the other administrative groups, the school library supervisor is clearly oriented toward a single direction for change--the multimedia concept. The conventional wisdom of school librarianship appears to equate progress with more comprehensive control of nonbooks as well as books--to swell the inventory, and so to add films, records and tapes. To the degree that professional perspectives remain absorbed in expanding collections, more zeal inevitably attends the collecting function than motivates expansion of service to clients. (Other parts of this study are available as LI 003071, LI 003072 and LI 003074) (Author/NH)

ED 054 799 52 LI 003 074
Bundy, Mary Lee And Others
The Administrator of a Special Library or Information Center and His Situation. Final Report
Maryland Univ., College Park. School of Library and Information Services.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1084
Pub Date Sep 70
Contract—OEC-1-7-071084-5017
Note—126p.; (1 Reference)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administration, *Administrator Role, Information Centers, *Innovation, *Librarians, Library Surveys, Public Libraries, Questionnaires, School Libraries, *Special Libraries, University Libraries
In the study of the special library and information center administrator, a sample of 150 special libraries and information centers reporting staffs of ten people or more was selected. Ninety-five respondents completed and returned the questionnaires. Full details of sample choice and design and an analysis of the returns are contained in the Appendixes. With regard to the special library it was concluded that instead of the concentration on physical plant and collection development so evident in the other library situations, change phenomena in the special library involved the new technology including client-oriented computer applications, advances in the use of micro-reproduction, and participation in sophisticated network designs. There was a greater propensity to focus upon client requirements and satisfactions as the basic measure of the library contribution. And yet, this administrative class presents no model of active, impatient leadership committed to a reconstitution of library and information services. The evidence of this study revealed no urgency to shift from prevailing practice, to reassess and to reshape the basic philosophy of the field in order to influence change in the nature of the services, in clientele priorities, or in service orientation. (Other parts of this study are available as LI 003071 through LI 003073) (Author/NH)

ED 054 800 52 LI 003 075
White, Rodney F. Macklin, David B.
Education, Careers and Professionalization in Librarianship and Information Science. Final Report.
Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1084
Pub Date Oct 70
Contract—OEC-1-7-071084-5017
Note—180p.; (2 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Education, *Information Science, *Information Scientists, *Librarians, Library Education, Library Schools, *Library Science, Manpower Utilization, Professional Training, Surveys
Identifiers—*Librarianship

The object of this study was to analyze the processes by which individuals enter the occupation of librarianship and are prepared for positions in the field. Attention was directed to the ways in which the educational institutions who prepare these entrants are responding to the challenges which are being presented them by the increasing demands for information in the society and the technological advances in the handling of it. The methods employed in the study included both a mail survey of students and faculty in all the ALA accredited library schools in the U.S.A. and Canada, and visits to a majority of the schools by the investigators. During the visits, interviews and discussions were conducted with both students and faculty members. Both students and faculty expressed the need for changes in current library school programs, but the major ones they desire are of a technological and applied character rather than in the intellectual aspects of the curriculum. Thus, although the needs for reform are recognized, the likelihood of any early changes in either curriculum or organization is not anticipated, and the programs are likely to face increasing competition from those in other parts of the university. (Author/NH)

ED 054 801 LI 003 076
ISIS (Integrated Scientific Information System); A General Description of an Approach to Computerised Bibliographical Control.
International Labour Office, Geneva (Switzerland).
Pub Date 71
Note—120p.; (1 Reference)
Available from—International Labour Office, Washington Branch, 666 Eleventh Street, Washington, D.C. 20001 ($1.50)
Document Not Available from EDRS.
Descriptors—Bibliographic Citations, *Cataloging, Computer Programs, *Electronic Data Processing, *Information Retrieval, Information Services, *Information Storage, Information Systems, International Programs, *Library Automation, Library Services
Identifiers—Integrated Scientific Information System, ISIS, *Scientific and Technical Information

An ensemble of information systems being developed by the Central Library and Documentation Branch of the International Labour Office, a specialized agency of the U.N. located in Geneva is described. ISIS (Integrated Scientific Information System) was designed and is now being used to assist in the provision of library and documentation services, as well as to support the management of the library's internal operations. ISIS is comprised of three major interdependent systems: a system for control of bibliographic information, a system for serials control, and a loan system. The system's interdependence lies in the fact that some modules, some programs, and some manual procedures are used by several systems. The Bibliographic Control System is at this time the most complex and fully developed of the three. The documentation on ISIS is divided in four parts. Part One describes the Bibliographic Control System, Part Two the Loan System, Part Three the Serials System, and Part Four is a preliminary attempt to sketch out a pattern for control and evaluation of the system. Technical details regarding the computer facility, the programs and the files used are in the Appendices. (Author/NH)

ED 054 802 LI 003 077
Slater, Margaret Fisher Pamela
Use Made of Technical Libraries.
Aslib, London (England).
Pub Date 69
Note—89p.; (50 References); Aslib Occasional Publication 2
Available from—Aslib, 3 Belgrave Square, London, S.W.I. ($4.00)
Document Not Available from EDRS.
Descriptors—*Feedback, *Foreign Countries, *Libraries, Library Services, Library Surveys, *Special Libraries, *Use Studies
Identifiers—*Technical Libraries, United Kingdom

An analysis of 6300 acts of use in 104 technical libraries in the United Kingdom is reported. This study restricts itself to information search employing documents through the library and concentrates on the following aspects of behavior: (1) the form of the demand made upon the library, (2) the origin of the demand, (3) the kinds of documents used and (4) the effort made by the user. Users were questioned as to the success of their efforts, and data was obtained on possible influencing factors. In broadest summary, this study has confirmed that variations in these factors do affect many aspects of user behavior; it has provided data on the quantitative importance of these effects and it has indicated that the nature of the employing institution and work activity are more potent influences than subject discipline. (Author/NH)

ED 054 803 LI 003 078
Copyright Law of the United States of America.
Library of Congress, Washington, D.C. Copyright Office.
Report No—Bull-14
Pub Date 69
Note—86p.;(20 References); Revised to July 1, 1969
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Copyrights, *Federal Laws, *Federal Legislation, *International Organizations, *Standards

The contents of this publication of the United States copyright law include: (1) prefatory note; (2) Constitutional provision respecting copyright; (3) Copyright Law of the United States of America (Title 17, United States Code); (4) schedule of laws reported by Act of July 30, 1947 and (5) parallel reference tables showing disposition of sections of Act of March 4, 1909, as amended, in Title 17, United States Code. The appendix contains: (1) four acts extending the duration of copyright protection; (2) pertinent sections of Title 28, United States Code; (3) rules adopted by the Supreme Court of the United States for practice and procedure; (4) copyright in territories and insular possessions of the United States; (5) international copyright relations; (6) text of the Universal Copyright convention; (7) regulations of the Copyright Office, Title 37, chapter II, Code of Federal Regulations; (8) index and (9) list of application forms for registration of claims to copyright. (Author/NH)

ED 054 804 LI 003 080
Boaz, Ruth L.
Statistics of Public Libraries Serving Areas With at Least 25,000 Inhabitants, 1968.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-15068-68
Pub Date May 70
Note—149p.;(1 Reference)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE 5.215:15068-68, $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—!nterlibrary Loans, Librarians, *Library Circulation, *Library Collections, *Library Services, Library Surveys, Professional Personnel, *Public Libraries, *Statistical Data
Identifiers—*Library Statistics

The report is based upon two questionnaires administered by the Office of Education. The first questionnaire, sent to each State library agency, asked for a list of libraries in the State which served areas with at least 25,000 inhabitants. Forty-nine responding States and three outlying areas reported a total of 1,135 qualifying libraries. The second questionnaire, produced a total of 1,057 responses. Table 1 presents summary data for the 1,057 reporting libraries, by population size group; tables 2 and 3 present selected summary data for these libraries, by State; and tables 4 through 9 provide detailed information for each responding library, arranged alphabetically by State and city. All annual data included in this report cover the libraries' fiscal year that ended during the period January 1, 1968, through December 31, 1968. The variation in type of fiscal year used by public libraries is shown in appendix B. The questionnaires, definitions, and instructions are reproduced as appendixes C and D. (Author/NH)

ED 054 805 LI 003 081
Proceedings of the Meeting of the Study Committee of International Federation for Documentation "Research on the Theoretical Basis of Information" (Moscow, 24-26 February 1970).
All-Union Inst. for Scientific and Technical Information, Moscow (USSR).
Spons Agency—International Federation for Documentation, The Hague (Netherlands). Committee on Research on the Theoretical Basis of Information.
Pub Date 70
Note—144p.;(101 References)
Available from—FID Secretariat, 7 Hofweg, The Hague, Netherlands ($6.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Communication Problems, *Indexing, *Information Processing, *Information Systems, *Information Theory, International Programs, *Language Handicaps
Identifiers—FID, International Federation for Documentation, Scientific and Technical Information

Reports given before the Committee on "Research on the Theoretical Basis of Information" of the International Federation for Documentation (FID/RI) are presented unaltered and unabridged in English or in Russian -- the language of their presentation. Each report is accompanied by an English or Russian resume. Generally, only original studies not previously published have been included. The eight papers presented are: (1) "Big Science" and Problems of Scientific Communication, (2) A Systems Approach to the Problem of Building Up International Information Institutions, (3) Information Science Approaches to Scientific Information Systems and Their Implications to Scientific Researches, (4) The Optimum p% Library of Scientific Periodicals, (5) Information Barrier and "Laws" of Informatics, (6) Geometric Model for Selection of Hierarchic Levels of Descriptors, (7) Justification for a More Simple Approach to Communication of Information for Use in Industry and (8) Terminology Problems in New FID Programme. (Author/NH)

ED 054 806 LI 003 082
Information Requirements of Researchers in the Social Sciences. Volume 1: Text.
Bath Univ. of Technology (England). Univ. Library.
Pub Date May 71
Note—280p.;(56 References); Investigation into Information Requirements of the Social Sciences, Research Report 1
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Foreign Countries, *Information Needs, Information Systems, Information Utilization, *Researchers, *Social Sciences, *Teachers, Universities, Use Studies
Identifiers—*England

The main findings of an investigation into the information requirements of the Social Sciences, conducted between September 1967 and December 1970, are reported. It covers the information needs of social science researchers, and of teachers in social science departments of universities. The objective of the investigation was to provide material useful for the design of information systems. Data were collected not only on current information gathering practices and information uses but also on more fundamental issues relating to the nature of the work being carried out and the type of information required for it. Three methods of investigation were used: (1) a questionnaire circulated to a national sample drawn from a population of all the social science researchers that could be identified, (2) interviews and (3) day-to-day observation of a very small number of social scientists. A review of relevant literature and work already conducted was an essential ingredient of this investigation. (Volume II of this report which contains the tables of the study is available as LI 003083) (Author/NH)

ED 054 807 LI 003 083
Information Requirements of Researchers in the Social Sciences. Volume 2: Tables.
Bath Univ. of Technology (England). Univ. Library.
Pub Date May 71
Note—261p.;(0 References); Investigation into Information Requirements of the Social Sciences, Research Report 1
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Foreign Countries, *Information Needs, Information Systems, Information Utilization, *Researchers, *Social Sciences, *Tables (Data), *Teachers, Universities, Use Studies
Identifiers—*England
The entire second volume of this report consists of tables based on the study reported in Volume 1. (Volume 1 is available as LI 003082) (NH)

ED 054 808 LI 003 084
UNISIST; Study Report on the Feasibility of a World Science Information System.
Spons Agency—International Council of Scientific Unions, Paris (France).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—171p.;(82 References)
Available from—UNIPUB Inc., P.O. Box 433, New York, N.Y. ($4.00)
Document Not Available from EDRS.
Descriptors—*Information Needs, *Information Networks, *Information Systems, *International Organizations, *International Programs, Program Planning
Identifiers—Scientific and Technical Information, UNISIST, *World Science Information System
A description of the world science information system is given in this study report and the conclusion is reached that the establishment of such a system is not only necessary, but also feasible. The study is presented in four parts. The motivations for the study are developed in Part I which also deals with a recognition of the role of scientific and technical information as an international resource of vital importance to economic and cultural progress. The concept of a World Science Information System is discussed in Part II. Part III introduces a number of specific recommendations as practical objectives for the initiation of UNISIST. The last part of the report (Part IV) deals with the implementation of the project. The high-reaching, long-term ambitions of UNISIST are summarized in the final section. The report ends with a short glossary and an index. (A synopsis of this report is available as ED 050 752) (Author/NH)

ED 054 809 LI 003 085
Report of the Sub-Committee on Staff Training in Libraries; Library School Field Work.
Library Association, London (England). Education Committee.
Pub Date 21 Apr 71
Note—23p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Foreign Countries, *Inservice Education, *Librarians, Libraries, Library Associations, *Library Education, *Library Schools, Library Surveys, Surveys, *Training
Identifiers—*England, Librarianship
Two separate surveys were undertaken in order to gain information about the field work practices and policies of libraries and schools of librarianship. The survey of schools was carried out during the winter of 1969/70, and that of a sample of libraries in the Spring or Summer 1970. This report interprets the results of the survey of schools; as modified by relevant information from the survey of libraries. Answers to the schools' questionnaire are summarized in Appendix B, and an analysis of answers to the libraries' questionnaire is given as Appendix C. Of the 14 schools who replied to the questionnaire, nine arranged field work and five did not. The degree of organization and supervision of field work felt to be possible and desirable varied considerably. The survey of libraries showed that many which were already cooperating with schools were willing to take more students and others were waiting to be asked to help for the first time. Most libraries were opposed to payment of salary for field work. Coordination of timing of field work throughout the year is needed for optimum use of libraries. Recommendations of what the Library Association's policy should be, based on this report, are listed. (Author/NH)

ED 054 810 LI 003 086
Digital Systems Laboratory Courses and Laboratory Developments. Interim Report of the COSINE Committee.
National Academy of Engineering, Washington, D.C. Commission on Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Mar 71
Note—46p.;(23 References)
Available from—Commission on Education, National Academy of Engineering, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Curriculum, *Digital Computers, *Engineering Education, *Laboratories, *Laboratory Equipment, *Laboratory Training, Undergraduate Study
A comprehensive undergraduate engineering program must provide opportunities for the application of theoretical concepts to the solution of realistic engineering problems. As digital systems and computer engineering concepts are integrated into the undergraduate electrical engineering curriculum, many departments are revising their laboratory programs to include more work with digital networks and mini-computers. In the study of the problem of developing undergraduate digital laboratory programs, the two major areas reviewed in this report are: (1) What digital concepts should be included in the laboratory program and how should they be presented? and (2) What type of laboratory facilities and Equipment are needed to carry out the recommended program? (Author)

ED 054 811 LI 003 087
Final Report to the Four Corners Regional Commission [on Mobile Library Services to Navajo and Apache Counties].
Arizona State Dept. of Library and Archives, Phoenix.
Pub Date Jul 71
Note—31p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Bookmobiles, Library Materials, *Library Services, *Mobile Educational Services, Public Libraries, *Reading Materials, Reservations (Indian)
The objectives of the Four Corners Bookmobile project are to provide public library service related to the economic and social development and educational needs of the Indian reservations in northeastern Arizona by means of a mobile library unit. The implicit objectives are to make library service available and meaningful to people who are not accustomed to having books available in any great numbers and who are known for their strong oral traditions. (MM)

ED 054 812 LI 003 088
Young, Shirley M.
Chemical Reference Literature.
Pub Date 13 Sep 71
Note—33p.;(0 References); Paper presented at the national meetings of the American Chemical Society (ACS), (Chemical Literature Division)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, College Students, Laboratory Experiments, Learning Motivation, *Library Instruction, *Library Skills, *Scientific Literacy
Identifiers—*Chemical Literature
An innovative and effective laboratory experiment of chemical reference literature is reported. The objectives of the experiment are to acquaint the first term student of college chemistry with the vast source of chemical literature that is available to him; to raise the general level of scientific literacy of these first term college students; and to motivate these students for a thirst of understanding what potential there exists in a college library for all areas of knowledge. The 20-page experiment is given to each participant and explained in detail from a college chemistry professor's point of view. (Author)

ED 054 813 LI 003 089
Leisinger, Albert H., Jr.
Microphotography for Archives.
International Council on Archives, Washington, D.C.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 68
Note—56p.;(40 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Information Storage, *Library Technical Processes, Microfiche, Microfilm, Microforms, *Microreproduction
Microphotography for archives advocates the use of microfilm as a means of publication. The manual is an introduction for the archivist and provides definitions of microforms, microfilm, microfiche, microcards, and microprint. The uses and the advantages or disadvantages of both microforms and microfilm are presented. The manual also reviews archival operations, microfilm equipment, and storage and maintenance procedures of original negatives. (MM)

ED 054 814 LI 003 090
AWARE (Alabama Working at Reading Excellence).
Alabama Univ., Tuscaloosa. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Grant—OEG-0-71-8503
Note—51p.;(60 References); Selected materials from the Right-to-Read Institute (College of Education, Univ. of Alabama, Tuscaloosa, Sept. 16-17, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Institutes (Training Programs), Population Trends, *Reading Instruction, *Reading Programs, *Reading Skills
Identifiers—Alabama Working at Reading Excellence, AWARE, *Right to Read
The selected material from the Right-to-Read Institute consists of: (1) Goals of the Institute and Specific Objectives, (2) Alabama Working at Reading Excellence Program, (3) What is the Right to Read?, (4) Objectives, (5) Activities - Studies, (6) Inventory, (7) Recommendations, (8) Alabama Population Characteristics and (9) Sounds and Light for the Right to Read. (MM)

ED 054 815 LI 003 091
Lay, W. Michael Petrarca, Anthony E.
Modified Double KWIC Coordinate Index. Refinements in Main Term and Subordinate Term Selection.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—OSU-CISRC-TR-70-10
Pub Date 70
Note—26p.;(4 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, Computer Programs, *Coordinate Indexes, *Indexes (Locaters), Indexing, *Information Retrieval, *Information Storage, *Permuted Indexes, Statistics
Identifiers—*Key Word in Context, KWIC, Ohio State University
A new approach to creating the double KWIC Coordinate Index consists of extracting potential main terms directly from the titles (or title-like Phrases) instead of from a KWIC index of the titles, and sorting and temporarily retaining the potential index entries in a KWOC type format until other conditions are examined. After all of the titles have been processed and the actual main terms have been selected, if the number of titles containing a particular main term exceeds an abitrarily assigned threshold value, conventional double KWIC (permuted) subordinate entries are created. If the threshold value is not exceeded, KWOC-type (non-permuted) subordinate entries are created. Other refinements which improve the overall quality of the index have also been introduced. In addition, the new approach facilitates gathering of statistics which will help to reduce the manual and intellectual effort previously required for selection of main terms. The system design for creating the modified Double KWIC Coordinate Index is discussed together with some operating statistics for producing such an index. The use of statistical relationships to create cross references between certain types of terms is also explored. (Author/NH)

ED 054 816 LI 003 092
Westby, Barbara M.
Shared Cataloguing.
Dublin Univ. Coll. (Ireland). School of Librarianship.

Pub Date 69
Note—16p.;(35 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, *Cataloging, *International Programs, Lecture, *Library Acquisition, *Library Automation, Library Cooperation, Research Libraries, University Libraries
Identifiers—Library of Congress, *Shared Cataloging
The National Program for Acquisition and Cataloging (NPAC) authorized under Title IIC of the Higher Education Act of 1965 is called the Shared Cataloging Program. Under this Act the Library of Congress is authorized to: (1) acquire for its own collections all materials currently published throughout the world that are of value to scholarship and (2) to provide cataloging information of these materials and to distribute this cataloging information by printed cards and other means (i.e. in MARC format). The inclusion of non-American titles in the shared cataloging efforts of the Library of Congress was needed because, without it, research libraries could buy catalog cards for only 50% of their book purchases. The magnitude of this global network program is summarized and the international possibilities for the use of the Library of Congress automation projects are discussed. (NH)

ED 054 817 LI 003 093
Simmons, Peter
Collection Development and the Computer: A Case Study in the Analysis of Machine Readable Loan Records and Their Application to Book Selection.
British Columbia Univ., Vancover. School of Librarianship.
Spons Agency—Donner Canadian Foundation.
Pub Date 71
Note—63p.;(7 References)
Available from—University of British Columbia Press, Vancouver 8, Canada ($2.50)
Document Not Available from EDRS.
Descriptors—Books, *Computer Programs, Foreign Countries, Library Acquisition, *Library Automation, *Library Circulation, *Library Material Selection, Library Services, *Selection, Serials, University Libraries, Use Studies
Identifiers—*Canada, University of British Columbia
At the Library of the University of British Columbia, computers are used for a variety of tasks, including the control of book and serial acquisitions. The computer-produced circulation records have been employed to study the use of library materials at U.B.C. in three distinct areas. There have been studies of use in relation to loan policy, studies of use by defined groups of borrowers, and studies of heavily used materials. This report is an account of a group of studies of books which circulated with unusual frequency. Since these studies of the library's services have had a direct effect upon the acquisition of library materials, they provide the missing link that is helping to turn the U.B.C. Library into a closed-loop control system: an integrated system that is able to alter its behaviour based on accurate information about the specific demands that are being made upon it. These studies, therefore, permit the library to make the most efficient and effective possible use of its limited funds, and afford the Library's users a quality of service that heretofore has not been possible. (Author/NH)

ED 054 818 LI 003 094
Stern, B. T.
A Cost Benefit Technique for R & D Based Information.
Wellcome Foundation Ltd., Beckenham (England).
Pub Date Aug 70
Note—7p.;(4 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Costs, Information Dissemination, Information Processing, Information Science, *Information Services, *Measurement, Research, Techniques
A cost benefit technique consisting of the following five phases is proposed: (a) specific objectives of the service, (b) measurement of work flow, (c) work costing, (d) charge to users of the information service, and (e) equating demand and cost. In this approach, objectives are best stated by someone not routinely concerned with the individual activities in a particular environment; the work measurement is undertaken by the staff with proper assignment of activity measurement where overlaps occur; monthly recording of work volumes; charges for information services will most likely cause the user to demand what he needs; and the cost benefit is calculated as the ratio of the value of "sales" to the cost of providing the activity. (AB)

ED 054 819 LI 003 095
Rendering of Names of Corporate Bodies. Subject Analysis, With Special Reference to Social Sciences. Documentation Systems for Industry (8th Annual Seminar). Part 1: Papers.
Documentation Research and Training Centre, Bangalore (India).
Pub Date 70
Note—449p.;(108 References)
Available from—Documentation Research and Training Centre, 112 Cross Road 11, Malleswaram, Bangalore-3 (India)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cataloging, *Foreign Countries, Industry, Information Needs, *Information Systems, *Management Information Systems, *Relevance (Information Retrieval), Social Sciences, Technology
Identifiers—India
The four sections of the report cover the topics of cataloging, subject analysis, documentation systems for industry and the Documentation Research and Training Centre (DRTC) research report for 1970. The cataloging section covers the conflicts of cataloging, recall, corporate bodies, titles, publishers series and the entity name. The subject analysis section covers the formulation of basic subjects and isolates; compares "subject" with "system," compares natural and social sciences, and a case study. Management needs for information; management information systems; and information needs for design engineers; and food, glass, ceramics, and textiles industry needs are covered in the third section and several case studies are provided. The research report section includes classification, cataloging, and computer-aided document finding system research. (AB)

ED 054 820 LI 003 096
Medical Record Clerk Training Program, Course of Study; Student Manual: For Medical Record Personnel in Small Rural Hospitals in Colorado.
Public Health Service (DHEW), Washington, D.C. Div. of Health Resources.
Report No—DHEW-HSM-72-6701
Pub Date Sep 71
Note—231p.;(93 References)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Clerical Workers, Health Occupations Education, Hospital Personnel, *Information Science, Manuals, *Medical Record Librarians, *Medical Record Technicians, Medicine, Paramedical Occupations, Short Courses, Training
The manual provides major topics, objectives, activities and, procedures, references and materials, and assignments for the training program. The topics covered are hospital organization and community role, organization and management of a medical records department, international classification of diseases and operations, medical terminology, legal aspects, standards, education and training, and data processing. (The Instructor's Guide for the training program is available as LI 003097). (AB)

ED 054 821 LI 003 097
Medical Record Clerk Training Program, Course of Study; Instructor's Guide: For Medical Record Personnel in Small Rural Hospitals in Colorado.
Public Health Service (DHEW), Washington, D.C. Div. of Health Resources.
Report No—DHEW-HSM-72-6700
Pub Date Sep 71
Note—349p.;(82 References)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Clerical Workers, Health Occupations Education, Hospital Personnel, Information Science, Manuals, *Medical Record Librarians, *Medical Record Technicians, Medicine, Paramedical Occupations, Short Courses, *Teaching Guides, Training
A program of education including training materials is presented to improve the technical proficiency of medical record clerks in small, rural hospitals. The program is planned for fifteen days of instruction or approximately 120 hours including evaluation, orientation and discussion sessions. Students are expected to have a high school diploma and no training beyond that received on the job. The material in the manual is organized in a unit plan to allow the instructor to fit the material to his teaching situation. (The student manual for the program is available as LI 003096.) (AB)

ED 054 822 LI 003 098
Jensen, Ford
A Cost Analysis and Usage Study of the Reserved Materials Collection of the University of Arizona Main Library.
Pub Date Aug 71
Note—25p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, Costs, *Library Circulation, *Library Collections, *University Libraries, *Use Studies
Identifiers—Arizona
A study of the reserve materials collection at the Main Library from a usage and cost analysis perspective revealed that 93.7% of all items that circulated could have been circulated an equal number of times through the standard circulation procedure which allows material to be used for seven days. The remaining 6.3% of the material which circulated more than five times in the five-week summer sessions is the only material that merits special attention as a reserve collection. (AB)

ED 054 823 LI 003 099
Michigan Library Trustees Manual.
Michigan State Dept. of Education, Lansing. Bureau of Library Services.
Pub Date 69
Note—27p.;(18 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Library Guides, *Library Planning, Public Libraries, *Trustees
Identifiers—*Library Administration, Michigan
The Michigan Library Trustees Manual covers the following topics: (1) characteristics of a good public library, (2) characteristics of good library trustees and boards, (3) responsibilities and duties of trustees in relation to those of the library, (4) planning and policymaking, (5) board meetings, (6) sample by-laws, (7) budget and finance, (8) library laws and trustees, (9) orientation, (10) in-service training, (11) library and trustee organizations, (12) the state library and (13) trustee bookshelf -- sources of information about public library trusteeship. (MM)

ED 054 824 LI 003 100
Carmichael, R. L., Ed. *Shoffner, R. M., Ed.*
Institute of Library Research, University of California, July 1970 - June 1971. Annual Report.
Alberta School Library Council.; California Univ., Berkeley. Inst. of Library Research.; California Univ., Los Angeles. Inst. of Library Research.
Pub Date 30 Jun 71
Note—36p.;(75 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Library Planning, *Library Programs, *Library Research
Identifiers—University of California
The annual report covers the sixth year of full scale operation of the Institute of Library Research. It covers the activities of the Institute including the completion of several projects, the initiation of other projects, and the first full year of the Library Systems Development Program. The major thrust of the Institute during this period has been three-fold: first, to continue to explore and search for a better understanding of how the needs for information can be met through better library service; secondly, to help the libraries of the University of California apply such knowledge to their operational environment; and third, to continue to meet the obligations and operational goals of the Institute during a period of growing financial uncertainty and unfilled management positions. (Author)

ED 054 825 LI 003 101
Pomahac, Gertrude C., Ed.
Education for Librarianship.
Alberta Univ., Edmonton. School of Library Science.
Spons Agency—Alberta Library Association, Calgary.; Alberta School Library Council.
Pub Date 70

Note—71p.;(49 References); Papers presented at a Workshop held in Edmonton, Alberta, March 14, 1970
Available from—School of Library Science, University of Alberta, Edmonton, Alberta, Canada ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Foreign Countries, *Librarians, *Library Education, *Library Science, *Professional Continuing Education
Identifiers—Canada, *Librarianship
To provide an opportunity for discussion of the educational needs of library personnel in the prairie provinces, a Workshop on Library Education was held in Edmonton on March 14, 1970. Approximately two hundred registrants representing all three prairie provinces participated. The papers presented are: (1) Issues, Decisions and Continuing Debate: The History of American Library Education 1870-1970, (2) Research and Library Education, (3) Pre-Service Education: Content and Methodology, and (4) Continuing Education for Librarians. Also presented is a list of registrants and biographies of the speakers. (MM)

ED 054 826 LI 003 102
Chang, Yean--Hsi
The Implementation of a Relational Document Retrieval System.
Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.; Office of Education (DHEW), Washington, D.C.
Report No—R-489; UILU-ENG-70-234
Pub Date Sep 70
Contract—OEC-1-7-071213-4557
Note—58p.;(9 References); Thesis submitted in partial fulfillment of requirements for degree of Master of Science in Electrical Engineering, Graduate College of University of Illinois, Urbana-Champaign
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Bases, *Information Retrieval, *Information Systems, Programing Languages, *Relevance (Information Retrieval), *Search Strategies
A relational document retrieval system is developed that is primarily concerned with hierarchic tree structures and lateral links. The lateral linkages are relationships that cannot be represented within the tree structure representation. A number of annotated examples are given along with a detailed description of the relational data structure and the programs that manipulate and search this structure. The system was programmed in a string manipulating language designed for information retrieval purposes. (Author)

ED 054 827 LI 003 103
McCord, Mary F., Ed.
ERIC Products 1970-1971; An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouse, July 1970 Through June 1971.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Note—54p.;(416 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clearinghouses, *Education, *Educational Research, *Educational Resources, Information Centers, Information Dissemination, Information Services, Publications
Identifiers—Educational Resources Information Center, ERIC
The fourth annual bibliography of ERIC Clearinghouse publications reflects the information analysis activities of each Clearinghouse for Fiscal Year 1971. The publication includes 416 substantive bibliographies, papers, and state-of-the-art reviews which are identified as ERIC information analysis publications. The full text of 310 of the 416 documents cited are available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). In most cases if the document is not available from EDRS, an alternate availability is given with the citation. A subject index is also provided. The first issue of ERIC Products, listing 149 publications of Fiscal Year 1968, is available as ERIC document ED 029 161; the second issue, listing 240 publications of Fiscal Year 1969, is available as ERIC document ED 034 089; and the third issue, listing 366 publications of Fiscal Year 1970, is available as ERIC document ED 041 598. All previous issues may be ordered from the ERIC Document Reproduction Service. (MM)

ED 054 828 LI 003 104
Hawthorne, Dorothy, Ed.
Certification of School Media Specialists.
East Texas State Univ., Commerce. Dept. of Library Science.
Pub Date 71
Note—121p.;(5 References); Proceedings of a Conference Held September 10, 1970 at East Texas State University, Commerce, Texas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Certification, Conferences, *Curriculum, *Educational Needs, Librarians, Library Science, *Media Specialists, *Media Technology
Identifiers—*Texas
Recommendations for certification requirements for the school media specialist in Texas were the concern of the conference reported here. Two papers presented were: "The Emerging Profession of Media Specialists," and "Certification for Tomorrow," chapter three of the proceedings gives a panel on "Certification" and chapter four presents the group reports and recommendations. The Texas Association of Educational Technology (TAET) and the Texas Association of School Librarians (TAST) certification proposals, a tentative draft of "Objectives of a School Media Program," a tentative draft of "Occupational Definitions," directives for the group discussions, and a directory of the conference participants are included in Appendixes I through VII. (Author/NH)

ED 054 829 LI 003 105
Planning for the Future: The Role of Libraries and Librarians (Third Week-end Conference, National Central Library, Dar es Salaam, Saturday 29th November - Sunday 30th November 1969).
Tanzania Library Association, Dar es Salaam.
Pub Date Dec 70
Note—58p.;(19 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, Educational Planning, Foreign Countries, *Librarians, *Libraries, Library Associations, Library Education, *Library Planning, National Libraries, *Objectives
Identifiers—Africa, *Library Role
The theme of this week-end conference was chosen in order to impress the Government and other authorities concerned on the necessity of libraries and librarians as an integral part of national planning. The five speeches presented are: (1) "The Principles of Educational Planning;" (2) "On Books, Libraries and Development;" (3) "Teachers' College Libraries and Their Contribution to the Nation's Educational Needs and Social Development;" (4) "How the Library can Contribute to the Nation's Educational Needs and Social Development;" and (5) "How Important is Research to Library Development Planning." (Author/NH)

ED 054 830 LI 003 106
Introduction to Librarianship, with Special Reference to the Tanganyika Library Service.
Tanganyika Library Service (Tanzania).
Pub Date Sep 71
Note—73p.;(4 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foreign Countries, *Inservice Education, *Librarians, *Library Services, Library Technicians, Organization, *Public Libraries
Identifiers—Africa, *Librarianship
Since the inception of the Tanganyika Library Service in 1963, in-service training has been run for newly recruited library staff. All along, however, it has been difficult to find suitable reading material for the training programme. Hence the need for writing these notes. The notes have been written by senior members of the Tanganyika Library Service staff and are based on the syllabus for the in-service course for library assistants. Although the notes have been written with the library assistants in mind they are suitable introductory information for trainee librarians and expatriate librarians who wish to get an overall picture of the operation of the Tanganyika Library Service. The information is mostly about how public libraries are, and should be, organized. (Author/NH)

ED 054 831 LI 003 107
What We Do: Books for All.
Tanganyika Library Service (Tanzania).
Pub Date 29 Mar 71
Note—21p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bookmobiles, *Books, *Foreign Countries, *Library Services, National Libraries, Public Libraries
Identifiers—Africa, Books by Mail Program, *Library Role
Services provided by the National Central Library in Dar es Salaam are: a fully organized public reference and lending service for both adults and children, a central book processing and supply unit, and a central advisory service. The Tanganyika Library Service also provides: branch libraries, rural mobile library services, loan of collections to a wide variety of institutions, a nation-wide postal library service, and a school (mobile) library service is in the offing. The role of libraries in Tanzania and the library services provided are discussed. (NH)

ED 054 832 LI 003 108
Research 1970/1971: Annual Progress Report.
Georgia Inst. of Tech., Atlanta. Science Information Research Center.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—RR-GITIS-71-03
Pub Date 71
Note—127p.;(130 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Automation, Bibliographies, *Computer Science, *Information Processing, *Information Science, *Information Systems, Information Theory, Linguistics, *Research, Semiotics
Identifiers—*Systems Design
The report presents a summary of science information research activities of the School of Information and Computer Science, Georgia Institute of Technology. Included are project reports on interrelated studies in science information, information processing and systems design, automata and systems theories, and semiotics and linguistics. Also presented in the report is a description of the programs of the School of Information and Computer Science, and a summary of research activities at the Information/Computer Science Laboratory. The report concludes with a bibliography of publications for the period 1970/71. (Author)

ED 054 833 LI 003 109
Rzasa, Philip V. Baker, Norman R.
Measures of Effectiveness for a University Library.
Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Pub Date 71
Note—16p.;(13 References); Paper presented at 39th National Meeting, Operations Research Society of America, Dallas, Texas
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Information Needs, Library Programs, *Library Research, Program Effectiveness, Program Evaluation, *University Libraries, *Use Studies
Two measures of effectiveness for university libraries are constructed. The Primary Measure of Effectiveness, defined over the total population of users, considers the number of material and information items desired by the users, the number of satisfactorily answered inquiries, and the number of users. For the Secondary Measure of Effectiveness the total population is classified into subsets according to similarity of users' needs. A measure is defined for each subset and is a function of the number of individuals in the subset. (Author)

ED 054 834 LI 003 110
A Community Information Network.
Consumers' Association of Canada, Ottawa (Ontario).
Pub Date 71
Note—55p.;(2 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, Data Bases, Information Dissemination, *Information Needs, *Information Networks, *Information Services, *Information Systems, Public Television, *Telecommunication
Identifiers—*Canada
The possibility of creating in Canada a nonprofit community information network (a set of

linked data banks containing information for use by the general public) should be explored. A network to link together a set of data banks containing information for general public use would have the following merits: (1) By its effect on household decision-making, it would make possible a very great improvement in the efficiency of resource allocation. (2) A non-profit system would help to compensate for the deficiencies of the free market in providing adequate information to consumers. (3) Unlike all other proposals for the creation of data banks, its social and economic benefits are made available directly, and would not have to rely upon a process of "-trickle down" before they could be realized. (4) Its benefits would be widely distributed among different age groups, different income groups, different regions and different cultures. (5) It could be built upon a number of component parts already existing in the public sector and in the voluntary non-profit field. (Author)

ED 054 835 LI 003 111

A Case for Change; A Function/Facility Study, Dallas Public Library, Dallas, Texas.

Jarvis Putty Jarvis, Inc., Dallas, Tex.

Spons Agency—Dallas Public Library, Tex.

Pub Date 71

Note—95p.;(0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Facility Case Studies, *Facility Improvement, *Library Facilities, *Library Planning, *Public Libraries, Research

Identifiers—*Dallas, Texas

The purpose of this study is to examine the function of the Dallas Central Library during the next two decades as well as its facility needs, and to explore available options for satisfying those needs, recommending the most advantageous. It is recommended that the resource and Service Centers should be located on different sites. This would allow them to be constructed at staggered times, using the vacated portions of the existing building in the interim. (Author)

ED 054 836 LI 003 112

Dyson, Sam A., Ed.

Planning and Implementing Academic Library Automation Programs: Proceedings of the Librarianship Training Institute Held at Louisiana Tech University, June 14-28, 1970.

Louisiana Technological Univ., Ruston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—224p.;(368 References)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*College Libraries, *Computer Science Education, Librarians, *Library Automation, *Library Education, Library Planning, Library Programs, Library Technical Processes, Professional Continuing Education, *University Libraries

A library-oriented, concentrated course in the use of computers in libraries is a definite need in the profession. Librarians can learn the use of computers even though they have no background in data processing. The profession is also in need of a course syllabus which can be used either in a formal college course or in an in-service training situation. One of the by-products of this institute will be such a syllabus. Pre-institute activities included a programmed instruction course to acquaint participants with terminology, theory, and logic of computers and to furnish all participants with a common store of background knowledge. Eight manufacturer's representatives presented their firm's hardware capabilities, library applications, cost and learning arrangements, and impending developments of interest to the library user. Fourteen papers on automating library technical processes, problems in library technical processes, systems analysis and flowcharting, and COBOL programming language are included. (Author)

ED 054 837 LI 003 114

A Design Study of a Planning Information System for Kansas.

Langston-Kitch and Associates, Inc., Wichita, Kans.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Kansas State Dept. of Economic Development, Topeka.

Report No—KANS-P-74

Pub Date Mar 70

Note—110p.;(3 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Data Bases, Economics, Health, Human Resources, Information Dissemination, Information Needs, *Information Systems, Land Use, *Planning, Population Distribution, Recreation, *State Agencies, Water Resources

Identifiers—*Kansas

Efforts of this planning study are limited to the pressing needs of state agencies for planning which were identified earlier, plus an attempt to identify data elements common to many agencies that relate directly to the State Economic Development Planning Program. The major categories of data types essential to the planning system are land use, health and social resources, water resources, recreation resources and economics. A study survey revealed there were numerous information systems projects underway and a need for standardization of data elements for data exchange. Recommendations included the continuation of support for information systems activity, population information should be emphasized, a land use requirements manual is needed, a "Directory of State Information" should be developed and maintained, the Kansas civic audit should be completed, a data control committee should be established, and the recreation and economic information that has been developed should be maintained. The requirements for implementing these recommendations are analyzed. (AB)

ED 054 838 LI 003 115

Davies, Glyn, Ed.

Flintshire County Library; Computer Cataloguing System.

Flintshire County Library (England).

Pub Date Apr 70

Note—121p.;(96 References)

Available from—County Librarian, Flintshire County Library, County Library Headquarters, County Civic Centre, MOLD, Flintshire, CH7 6NW, England ($6.25)

Document Not Available from EDRS.

Descriptors—*Bilingualism, *Cataloging, *Catalogs, Computers, English, Information Retrieval, Information Systems, *Library Automation, Library Collections, Library Services, *Public Libraries

Identifiers—Dewey Decimal Classification, Welsh Language

Use of computer techniques is being more generally applied within public libraries but details of purpose, development and operation are of interest to those on the brink of change. A recent application of computer techniques to a bilingual library book-stock is briefly outlined. The catalog records were computerized by section, and a bilingual set of detailed cataloging instructions were devised for dealing with books in English and Welsh. Each September the old Master Files are integrated with the current year's new title and backlog files and the printouts distributed to branch and mobile libraries. The catalog is in classified form using the Dewey Decimal Classification. Series and Publishers' code lists are produced in edge punched card form. The practical results achieved for the benefit of readers have amply justified the application of computer techniques to library functions. (AB)

ED 054 839 LI 003 116

Seminar on Cataloguing (1970): Working Paper and Proceedings.

Documentation Research and Training Centre, Bangalore (India).

Pub Date 70

Note—243p.;(15 References)

Available from—Documentation Research and Training Centre, 112 Cross Road 11, Malleswaram, Bangalore 3, India

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Cataloging, Catalogs, *Classification, Conference Reports, *Foreign Countries, *Libraries, Library Collections

Identifiers—Documentation Research and Training Centre, *India

The publication includes papers from the opening session, eighteen working papers on library cataloging, eighteen papers presented at group meetings and plenary sessions, and papers from the concluding session. The inaugural address "-Cataloging Enters the Spiral of Scientific Method" was presented by S.R. Ranganathan. The working paper topics covered terminology, authors, recall, names of governments, institutions, and conferences, titles, publisher series, periodical titles and multiworded names. A list of office holders, a time table and an index are appended. (AB)

ED 054 840 LI 003 117

Penland, Patrick R.

Leadership Development for Librarians.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 71

Note—112p.;(6 References)

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Planning, Communication (Thought Transfer), Community Relations, *Community Services, Discussion Groups, *Human Resources, *Leadership Training, *Librarians, Public Libraries

Identifiers—*Library Administration

The purpose of this manual is to provide a guide to the inservice training of librarians for community liaison through the group work process. The manual was developed for the supervisor participants in the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Communities and is a companion volume to the institute papers, "Communications Management of Human Resources" (Bookstore, University of Pittsburgh, 1971). The aim is to provide a training manual which will lead to competence in group discussion methods and to an understanding of the major problems associated with group activity and community development work. The sessions have been designed to help a group acquire: increased sensitivity to the major factors involved in the discussion process; understand the importance and value of group discussion methods; develop skill in diagnosing the problems which a group leader may handle; acquire experience in leading discussion, in order to build leadership skills; and understand the role of skillful interpersonal relations as a technique for bridging the gap between the "passivity" of discussion and the activism of community involvement. This manual includes a number of separate topics which could be covered in a short training program. (Author)

ED 054 841 LI 003 118

Penland, Patrick R.

Communications Management of Human Resources for Librarians.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 71

Note—246p.;(179 References)

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 ($3.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Communication (Thought Transfer), *Community Involvement, *Community Relations, Community Services, Institutes (Training Programs), *Leadership Training, *Librarians, Library Services, Public Libraries

Identifiers—*Library Administration

The contents of this publication include the background papers used at the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Community held July 26-August 13, 1971 at the Graduate School of Library and Information Science, University of Pittsburgh. It is the purpose of this publication to assert that a "-bold new approach" to the evaluation of library service is needed in order to exert leadership in the patterns of citizens involvement and local control. The core of the problem includes these imperatives: to integrate library service with the community; to focus attention upon the imperatives of a right to read and new careers; to make the full range of information and communicative help which the community has to offer readily available to persons in need; to increase the likelihood that concerns can be identified and help provided early enough to do some good; to strengthen the service program of the community library for the prevention of information dislocation. The citizens themselves should ultimately be involved in determining the kind of information programs they get. Without a situation-producing theory of communications, it is unlikely that librarians will ever produce the strategies for community leadership. (Author)

PS

ED 054 842 PS 004 503
McLure, William P. Pence, Audra May
Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs. National Educational Finance Project; Special Study No. 1.
Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—183p.
Available from—Bureau of Educational Research, College of Education, University of Illinois, Champaign, Illinois 61820
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Ancillary Services, *Cost Effectiveness, *Early Childhood Education, Educational Programs, *Elementary Education, Enrollment, Expenditure Per Student, Instructional Materials, Instructional Staff, *Needs, Population Trends, Program Costs, *Secondary Education, Special Programs, Tables (Data)
This report describes two special studies that were funded separately as components of the National Educational Finance Project: (1) Early Childhood Education and (2) Basic Elementary and Secondary Education. For conceptual and operational reasons the two studies were merged into a single study which identifies the needs of individuals in American society and public school systems to meet those needs. A cost analysis of operating expenses of a sample of school districts (urban, suburban, independent and Bureau of Indian Affairs) for the regular scholastic year 1968-1969 and the summer of 1969 is presented. Also included is a projection of needs of 1980 in terms of capital outlay necessary to operate effective educational programs. Twenty-three tables and four appendixes supplement the text. School population estimates for 1970 and 1980 are also given. (WY)

ED 054 843 24 PS 004 669
Valladares, Ann E. And Others
SEL/Project Language. Level II, Kindergarten, Volume I (Lessons 1-16).
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date Jan 71
Contract—OEC-2-7-062869-3077
Note—231p.
Available from—Southeastern Education Laboratory, 3540 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($3.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Disadvantaged Youth, *Intervention, *Language Skills, Listening Skills, *Preschool Children, Reading Readiness, Speech Skills, *Student Adjustment
The document is an intervention curriculum guide designed to facilitate the initial adjustment of disadvantaged Southeastern children to kindergarten or first grade. The major emphasis is on the teaching of language skills in combination with subject matter learning using a language-experience approach. This volume contains Lessons 1-16 of a program stressing listening, speaking, and reading readiness. Each lesson lists specific behavioral objectives, materials, time, procedures and suggestions for supplementary activities. Songs, resource books and stories are correlated with concepts studied in each unit. This lesson series centers around The Child (Unit One) and The Home and Family (Unit Two). Appendix A presents Pupil's Book, a sample of the companion workbook to be provided for each child. Appendix B lists materials needed for one class to implement this curriculum. A continuation of the curriculum (Lessons 17-32) is available as PS 005 021. The complete Pupil's Book is available as PS 004 670. Teacher's Handbook is available as PS 005 022. (WY)

ED 054 844 24 PS 004 670
SEL/Project Language. Level II, Kindergarten, Pupil's Book (Lessons 1-32).
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date Jan 71
Contract—OEC-2-7-062869-3077
Note—37p.
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Kindergarten, Listening Skills, *Pictorial Stimuli, *Reading Readiness, Self Concept, Speech Skills, *Workbooks
This Pupil's Book is a workbook designed for use with the Southeastern Education Laboratory/Project Language curriculum guides, Level Two, Lessons 1-32. In the workbook, the pupil is directed to respond to photographs or sketches in ways which indicate his understanding of himself and of his home and family. The major emphasis of the SEL/Project Language, Level Two program is to facilitate the child's development of listening, speaking, and reading readiness skills in combination with subject matter learning using a language-experience approach. Level Two, Volume One, Lessons 1-16 is available as PS 004 669. Level Two, Volume Two, Lessons 17-32 is available as PS 005 021. Teacher's Handbook is available as PS 005 022. (WY)

ED 054 845 PS 004 822
Reimanis, Gunars
Social Approval and Achievement Striving in the Kindergarten.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—RM-35
Pub Date Jun 68
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Achievement, *Kindergarten Children, Males, *Motivation, Self Concept, Socialization, *Student Motivation, Student Teacher Relationship, *Teacher Influence
Two hypotheses were tested in this study designed to investigate relationships between teachers' approval of achievement efforts and achievement striving behavior in male kindergarteners. It was hypothesized that (1) Kindergarteners who possess feelings of internal reinforcement control would change positively in achievement striving in relation to the ratio of teacher's approval over disapproval for achievement behavior and (2) There would be no consistent relationships between independent and dependent variables for children who have not yet developed an adequate feeling of internal reinforcement control. Forty-five boys selected from four kindergarten classes and two teachers were observed over a 4-week period in the classroom. The data collected on independent and dependent variables supported the first hypothesis. The second hypothesis was partly supported: (a) achievement striving decreased as teachers' approval of achievement efforts increased for all of the children who were low on internal reinforcement control, (b) children low on internal reinforcement control did not show less achievement striving than those judged high, and (c) children rated high on dependency did show less achievement striving. This study suggests that kindergarten teachers may be able to assist pupils in the development of achievement striving by providing opportunities for successful and important achievement efforts and accompanying these with social approval. (WY)

ED 054 846 PS 004 835
Lewis, Anne
Preschool Breakthrough: What Works in Early Childhood Education.
National School Public Relations Association, Washington, D.C.
Pub Date 70
Note—50p.
Available from—National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($4.00, Stock No. 411-12774)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Compensatory Education, Disadvantaged Youth, *Educational Theories, Infants, Open Plan Schools, Parent Education, *Preschool Learning, *Preschool Programs, *Research, Teacher Education
Identifiers—*Project Head Start
This special report is designed to help school personnel prepare for the estimated five million youngsters to be enrolled in preschool programs by 1975. It includes a review of the new philosophies and old controversies of early childhood education, research results from private and public sources, a guide to federal funding policy and clues to the ferment in state and local communities. As an aid to those seeking to set up programs of their own, descriptions of various projects that have demonstrated success in increasing the achievement of young children are presented. The pamphlet concludes with a listing of sources from which additional information about major trends in preschool education may be obtained. (Author/WY)

ED 054 847 PS 004 838
Holme, Anthea Massie, Peter
Children's Play: A Study of Needs and Opportunities.
Spons Agency—Calouste Gulbenkian Foundation, Lisbon (Portugal).
Pub Date 70
Note—316p.
Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, New York 10010 ($10.00)
Document Not Available from EDRS.
Descriptors—Age Differences, *City Planning, Comparative Analysis, Equipment, Parent Attitudes, Physical Environment, *Physical Facilities, *Play, *Playground Activities, Sex Differences, Social Relations, *Urban Environment, Urban Youth
This book assesses the ways in which English children are responding to different environments (particularly urban) in their play. Material is drawn from three complementary approaches: (1) A neighborhood substudy of two contrasting areas, one of which was built within the last five years and the other at the turn of the century. This substudy gives hints of emerging problems with the old as well as with the new. Both mothers and children were surveyed, the demands of the former and the activities of the latter reflecting two contrasting neighborhoods; (2) 152 playgrounds from different local autority areas were surveyed; and (3) existing facilities for children's play in 20 different local authority areas were surveyed, showing the diversity of responsibility for provision. The comparative attractiveness of the playground was examined in terms of how far children will travel to get to a playground, its popularity, the diversity of its equipment, its size and its environmental setting. Other factors examined were children's play needs, facilities, administration and finance. Conclusions are drawn that are of interest to the urban planner, the local authority, teachers and parents. (Author/WY)

ED 054 848 PS 004 841
Stern, Carolyn And Others
Language Development Variables Related to Young Children's Responses to Nonsense Syllables.
California Univ., Los Angeles.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date Jan 70
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Association (Psychological), Child Language, Cultural Differences, *Language Development, *Language Research, *Preschool Children, Tables (Data), Verbal Stimuli
The basic purpose of this study was to establish association values for nonsense words to be used in learning experiments with children from culturally-different backgrounds. Responses to 50 stimuli (44 nonsense and six real words) individually administered to 164 children from kindergarten, day care, and nursery school settings, representing two levels each sex, SES, and race (Black and Caucasian) and three age groups (4-, 5-, and 6-year-olds) were recorded. Association values for each word were calculated, providing a hierarchy with significant differences between the 10 high and 10 low terms, but little dependable

difference between adjacent items. No significant difference in association value could be attributed to sex, SES, or race, but age-related differences were found. Data were also analyzed in terms of semantic, syntactic and phonological components. In the syntactic and phonological analyses, major differences were also age-related. Four-year-olds failed to respond significantly more frequently than 6-year-olds, and produced the lowest number of both verbs and abstract nouns. While advantaged children produced a significantly larger number of abstract nouns than disadvantaged children, there was no support for the Bernstein hypothesis that disadvantaged children demonstrate restricted use of adjectives and adverbs. (Author/WY)

ED 054 849 PS 004 842

Reid, J. Christopher

A Critique of Film Tests of Visual Cognition and Memory.

Pub Date Feb 71

Note—6p.; Paper presented at the American Educational Research Association Convention, New York, New York, February, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Films, *Memory, Testing, *Testing Problems, *Test Reliability, Test Validity, *Visual Perception, Visual Stimuli

This paper discusses some methodological, theoretical and physiological issues to be considered in the use of film tests in research relating to visual cognition and memory. One trouble spot in methodology is the use of a square data matrix with an insufficient number of observations in proportion to variables. A second methodological problem arises from a failure to use the best tools available to determine reliabilities of experimental tests. Another concern is the theoretical problems involved in film test research. Although test authors may define a trait, the designing of a test to measure that trait is not always successful. The final concern relates to the problems of human perception. Care needs to be taken that the observer can see a stimulus nonperipherally in the experimental situation. In short, while the findings of film tests studies remain as interesting as ever, their role in discrimination and prediction will increase only after their practical utility is established. (WY)

ED 054 850 PS 004 844

Tulkin, Steven R.

Infant's Reactions to Mother's Voice and Stranger's Voice: Social Class Differences in the First Year of Life.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 71

Note—13p.; Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Attention, Auditory Perception, Caucasians, Eye Movements, Females, Heart Rate, *Infant Behavior, Language Development, Lower Class, Middle Class, Motor Reactions, *Parent Child Relationship, *Social Differences, *Verbal Stimuli

The purpose of this study was to investigate class differences in the responses of infants to tape recordings of mothers' and strangers' voices. Subjects were 10-month-old first-born Caucasian girls, 30 from middle class families and 30 from working class families. Stimuli presented through a speaker placed in front of the infant consisted of taped passages read by the subject's own mother, and by a stranger from her own social class group. Codings were made of each subject's vocalizations, smiling, looking at speaker baffle, looking at mother, and looking at coder. Two additional measures taken were heartrate deceleration and physical activity. Middle class infants responded differentially to the two stimuli, while working class infants did not. The most dramatic differences involved the infants' looking behaviors. Middle class infants looked more at their mothers after hearing their mother's voice, and more at the coder following the stranger's voice, which may be related to the fact that these infants have experienced more verbal stimulation from their mothers at home. The present findings are consistent with previous investigations of infant reaction to language stimuli. [Not available in hard copy due to marginal legibility of original document.] (NH)

ED 054 851 PS 004 867

Kempf, Sharon Hartwell

Infant Day Care: Hazard or Mental Health Resource?

Pub Date 5 Mar 71

Note—15p.; Paper presented at the Eastern Regional Child Welfare Conference, Richmond, Virginia, March 5, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Childhood Needs, *Day Care Programs, *Day Care Services, Individual Development, *Infants, *Mental Health, Physical Health, Psychological Needs, Social Relations

Hazards in infant care may occur in an institution, day care setting or family day care home whenever caretakers disregard the individual needs of infants. Whether group care of infants becomes a mental health hazard or a resource depends upon several factors. In such situations, an infant may fail to establish the close ties with a single mothering person basic to the development of trust and dependability. Adequate protection for the infant from accidents and infection presents another hazard. Another consideration is that a baby can be bombarded with too much stimuli. Also, in a group setting, a baby may lack exposure to sufficient and appropriate toys. If caretakers are too busy or preoccupied to respond to the infant's first babblings, his language may not develop adequately. When there are too few caretakers to provide physical contact, cuddling, and playtime, the infant's growth and learning may be delayed. However, when the caretaker recognizes the individual need of each child and tailors a varied and interesting program to him, healthy development can result. Parents, too, may benefit from education and support in their task of raising children. (WY)

ED 054 852 PS 004 870

Liebert, Robert M. Baron, Robert A.

Effects of Symbolic Modeling on Children's Interpersonal Aggression.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 71

Note—27p.; Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aggression, *Elementary School Students, Interpersonal Relationship, Sex Differences, *Television Viewing, *Violence

Does exposure to symbolically modeled aggression (aggression in cartoons, movies, stories and simulated television programs) increase children's willingness to engage in behavior which might actually harm another human being? This paper presents a summary of three recent experiments offering affirmative answers to the question. A fourth experiment provides evidence that at least under some circumstances, children's interpersonal aggression may be increased by witnessing symbolic aggressive models. Subjects were 136 boys and girls randomly assigned to an experimental or a control group. Individual children in each group watched a videotape of either a violent or a highly active sports sequence. Subjects were next escorted to an adjacent room and seated at a response box apparatus. By pressing either of two buttons, children communicated their intent to help or hurt another child. As in many earlier studies, subjects regularly exposed to symbolic aggressive models tended to respond more aggressively than control group subjects tested under identical circumstances. Further, this pattern of results emerged despite the brevity of the aggressive sequences and, in three of four experiments, such effects were found even in the absence of a strong prior instigation to aggression. (WY)

ED 054 853 PS 004 871

Gagne, Robert M.

Domains of Learning.

Pub Date 7 Feb 71

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, Attitudes, *Educational Research, *Generalization, Intellectual Development, *Learning, Learning Processes, Psychomotor Skills, *Research Methodology, *Research Needs, Verbal Learning

In planning educational research, recognition needs to be made of five domains of learning: (1) motor skills, (2) verbal information, (3) intellectual skills, (4) cognitive strategies, and (5) attitudes. In being cognizant of these domains, the researcher is able to distinguish the parts of a content area which are subject to different instructional treatment. He becomes better able to relate the instructional procedures of one subject to those of another. Also, in identifying domains of learning, he recognizes that each requires different techniques for assessment of learning outcomes. Although the five domains are the primary categories which limit the generalizability of conclusions about the learning process, other very obvious characteristics impose limitations as well. Sex and race have been extensively analyzed as have environmental and cultural differences. Age deserves further consideration to show not only what the differences in learning are but why they may be expected to occur. Because the process of learning for a student at one age is likely to be very different from that of a student of another age, differential plans for different ages becomes of critical importance. Clear thinking about the process of learning will be enhanced when researchers recognize necessary distinctions about learning that define the limits within which generalizations can and should be made. (WY)

ED 054 854 PS 004 892

Tizard, Jack Tizard, Barbara

The Social Development of Two Year Old Children in Residential Nurseries.

Pub Date [67]

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Development, Behavior Patterns, *Comparative Analysis, *Family Environment, Interpersonal Relationship, Nursery Schools, *Preschool Children, *Residential Care, *Social Behavior, Social Relations

This study focuses upon some aspects of the social behavior of 2-year-old children being reared in long-stay residential nurseries. These children are compared with working class 2-year-old children being raised in two-parent homes in which the mother is not working full-time and there are no older siblings of preschool age. All children were observed within 2 weeks of their second birthday. Each child was assessed in his own living room on these items: (1) response to strangers, (2) response to separation from mother or nurse, (3) mother's enumeration of child's attachment to various persons, (4) behavior patterns such as thumbsucking, nailbiting, (5) emotional involvement of mother or nurser, (6) assessment of child's experiences, (7) number of caretakers, and (8) number of child contacts. The children living at home were significantly more friendly than the nursery children. Home-reared children displayed attachment behavior towards a select circle of individuals, while the nursery children generally showed attachment to anyone who spent time with them. Although the nursery children are in contact with more adults, the home children meet adults in a greater variety of situations. The home children more frequently visited cafes, shops, rode in cars and buses; and nursery children more often were read and sung to, played with sand, dough, paints, and wheeled toys. No evidence of marked behavioral disturbance was seen in either group. (AJ)

ED 054 855 PS 004 911

Rohwer, William D., Jr. Ammon, Paul R.

The Assessment and Improvement of Learning and Language Skills in Four and Five Year Old Culturally Disadvantaged Children. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 71

Note—140p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Caucasians, *Culturally Disadvantaged, Grade 1, Grade 3, Imitation, *Kindergarten Children, *Language Skills, *Learning, Lower Class, Middle Class, Negroes, *Preschool Children, Sentences, Testing, Vocabulary Development

Identifiers—Peabody Picture Vocabulary Test, PPVT

The objectives of this project were to assess and improve learning skills and language abilities

in culturally disadvantaged children. The five studies included under this cover were prepared as self-contained reports yet they shared these common objectives. The studies are: (1) Learning Efficiency and Elaboration Training among Four- and Five-Year-Old Children; (2) Elaboration Instructions and Population Effects; (3) Individual Differences in the Learning of Verbally and Pictorially Presented Paired Associates; (4) Effects of Training in Vocabulary vs. Sentence Construction; and (5) Toward a Study of Sentence Imitation as a Technique for Assessing Language Ability. Appendixes give samples of language activities, lessons, and tests. (Author/AJ)

ED 054 856 PS 004 914

Galenson, Eleanor And Others

A Consideration of the Nature of Thought in Childhood Play.

Pub Date [69]

Note—34p.

Available from—"Separation-Individuation: Essays in Honor of Margaret S. Maher." Ed. by McDevitt, J. B. & Settlage, C. F. (p41-74). International University Press, 239 Park Avenue, South, New York, N.Y. 10003 ($12.00)

Document Not Available from EDRS.

Descriptors—Behavior Development, Behavior Patterns, Nonverbal Learning, *Play, *Preschool Children, Psychological Patterns, *Thought Processes

The play behavior of young children is viewed as a behavioral manifestation of nonverbal thinking. Discussed are issues of relevance to the understanding of the development of thought in general and of the symbolic function in particular. A line of development is proposed which leads from early nonverbal thought as manifested in play, either toward sublimation, particularly artistic creativity, or toward acting-out behavior in adulthood. The complex interrelationship between the organization of thought, on the one hand, and drive and affect development, on the other, is a matter of fundamental importance. Also suggested is the possibility of studying this interrelationship in the play behavior of young children, with particular regard to the organizational patterns of play and to variations in this patterning under conditions of stress and pathological development. Almost half of the document contains discussions by two psychiatrists who react to specific points in the title paper on play behavior. (Author/WY)

ED 054 857 PS 004 922

Herzog, Elizabeth And Others

Families for Black Children: The Search for Adoptive Parents. An Experience Survey.

Children's Bureau (DHEW), Washington, D.C.; Division of Research, B.E.H.

Pub Date 71

Note—86p.

Available from—Superintendent of Documents, U.S. Government Printing Office. Washington, D.C. 20402 ($0.75, Stock Number 1791-0157)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adopted Children, *Adoption (Ideas), *Agency Role, Class Attitudes, *Interviews, *Negroes, Parent Attitudes, Parents, Race Relations, Social Workers

This "experience survey" is part of an effort by the Office of Child Development to increase the number of adoptive families available for black children in need of placement. An "experience survey" is a profile of opinions among a group selected because of especially relevant experience or information. In this survey, the 100 respondents in 5 large cities included adoptive parents, members of social agencies, and strategically placed members of the community. Interviews and survey content covered these main points: (1) what impels people to adopt children, (2) what deters people from adopting children, (3) advantages and disadvantages of different types of adoptive placements, and (4) advantages and disadvantages of different recruitment methods. The data collected is therefore of two kinds: (1) information about prevailing attitudes and assumptions, and (2) information about recruitment methods that have or have not proved effective and interpretations concerning reasons for the results. Results are given in words rather than numbers in order to present the main patterning of opinions rather than an exact count. (Author/AJ)

ED 054 858 PS 004 924

Levison, Cathryn A.

Use of the Peer Group in the Socialization of the Isolate Child.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, Dramatic Play, *Interpersonal Competence, *Peer Groups, *Peer Relationship, Positive Reinforcement, *Preschool Children, *Social Reinforcement, Social Relations, Verbal Communication

Identifiers—Isolate Child

This study was designed to evaluate the effectiveness of peers in reducing the isolation of preschool children who exhibited very little or no interaction with peers. Selection of subjects was made on the basis of quantity of verbal behavior and amount and quality of classroom play. In a 15-minute dyad play situation which maximized the opportunity for dramatic play, children who dispensed social rewards at a relatively high rate were paired with those children who received and dispensed rewards at a low rate. Observers recorded 9-minute samples of the occurrence or non-occurrence of cooperative, parallel or solitary play, and verbal interactions initiated by or directed toward the subjects. The results are charted for four dyads. Ongoing work with isolated children has indicated that as a child becomes the recipient of positive reinforcement from his peers, the child's classroom behavior changes, and increases in both verbal interaction with others and cooperative play occur. Findings suggest that teachers may restructure classroom groups to counteract environmental factors that maintain the behavior of the isolate child. (Author/AJ)

ED 054 859 PS 004 925

Kephart, N. C.

The Relationship of Measured Perceptual Processes to School Learning.

Glen Haven Achievement Center, Fort Collins, Colo.

Pub Date Feb 71

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Children, *Films, *Learning, Nonverbal Tests, *Test Construction, Visual Measures, *Visual Perception

Ten test films were developed to measure aspects of children's visual perception which are difficult to assess through conventional paper and pencil tests. The film medium was selected because it allows the presentation of temporal, as well as spacial, aspects of the stimuli. Four areas of perceptual performance covered in the films are: (1) visual memory span, dealing with the quantity of visual material which the child can absorb and retain over a period of time; (2) the child's use of a space structure, or use of a spatial system within which all objects can be located at once; (3) space-time translation, requiring the child to integrate and interpret visual information about various forms, presented serially in the film; and (4) form perception, or the child's identification of a form in the presence of distracting or confusing details. Establishment of test validity may prove difficult, because of various factors which are discussed. (NH)

ED 054 860 PS 004 926

Galambos, Eva C.

Income Tax Deductions for Family Day Care Homes. Southeastern Day Care Bulletin No. 1.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Donner (William H.) Foundation.

Pub Date Jun 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Business Skills, *Day Care Services, *Family Income, Operating Expenses, *Recordkeeping, Taxes, *Tax Rates, *Working Women

Women who provide day care in their own homes augment their modest earnings in some cases if they take afvantage of deductions permitted under the Internal Revenue regulations concerning use of private homes for business purposes. Where combined family income is at a level where income tax is payable, it may be profitable to calculate all permissible deductions and to reduce the tax owed, thereby effectively increasing the amount of disposable income. Allowable deductions include both direct expenditures such as cost of food and toys, as well as indirect costs, such as mortgage payments, rent, or utilities. Illustrative examples of various deductions are given to demonstrate the necessary computations and the minimum record keeping procedures required by family day care mothers in order to claim the deductions. The illustrated deductions in the hypothetical example reduce taxable income by almost one half. (Author)

ED 054 861 PS 004 930

Winkelstein, Ellen Wolfson, Gail

The Development of an Infant Curriculum.

Pub Date 3 Jun 71

Note—5p.; Paper presented at the Annual Conference of the New England Educational Research Organization, June 3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, *Curriculum Development, *Day Care Programs, *Infant Behavior, *Infants, Response Mode, Teaching Procedures

Identifiers—Hunt Uzgiris Scales

The objective of this study was to provide intensive, consistent experience in the following developmental areas: relation to objects and vocal and gestural imitation. The curriculum was developed in an inner city industry-based day care center with 14 infants aged 8 to 19 months initially. The Hunt-Uzgiris Scales measuring development in these areas, the Development of Schemas in Relation to Objects, and the Development of Vocal and Gestural Imitation, were administered to each infant. Procedures were developed which emphasized activities at the infant's level of development while introducing experiences at the next developmental level and repeating previous activities. These procedures were developed and carried out 2 half days per week during 4 semesters. Continuous written observations and several video tapes were made of instructional procedures and infant responses. The observational data indicate that during the course of a semester each infant progressed a minimum of one step along a scale and was capable of mastering a wide range of experiences at each step. Thus, the Hunt-Uzgiris Scales provided a reasonable starting point for the development of a set of intensive and coherent experiences at each developmental level. (Author/AJ)

ED 054 862 PS 004 931

Barrish, Bernard

Inductive Versus Deductive Teaching: Strategies with High and Low Divergent Thinkers.

Pub Date [70]

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Deductive Methods, *Divergent Thinking, *Elementary School Students, Grade 4, Grade 5, Grade 6, *Inductive Methods, Retention, *Teaching Procedures

Identifiers—Torrance Tests of Creative Thinking

This study was undertaken to determine the relationships among levels of divergent thinking and the differential effectiveness of inductive and deductive teaching strategies. It was hypothesized that high divergent subjects would score higher under the inductive-guided discovery strategy than under the deductive-reception strategy while the opposite would be true for the low divergent students. Subjects were 128 fourth, fifth and sixth grade subjects who had scored over 100 on a Lorge-Thorndike IQ test. Verbal Form A of the Torrance Tests of Creative Thinking was used to determine the levels of children's creative thinking. The pupils were assigned to either an inductive-guided discovery instructional strategy group or a deductive-reception instructional strategy group. Initial subject matter was familiar. A test of acquisition was given after a 20-day experimental period; a test of retention 20 days after the first test. Data was analyzed by multiple regression analysis used and analysis of covariance was computed to test the differences by treatment in the criterion tests. Conclusions were: (1) levels of divergent production as measured by the verbal test of Torrance were not related to children's initial learning or retention or mathematical generalizations no matter what the style of presentation; and (2) for the learning of low cognitive mathematical material, the deductive-

reception strategy proved superior to the inductive-guided discovery strategy. Statistical tables are included. (Author/AJ)

ED 054 863 24 PS 004 960
Hoffman, David B. And Others
Parent Participation in Preschool Daycare.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.; Office of Child Development (DHEW), Washington, D.C.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—227p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Day Care Programs, *Day Care Services, *Decision Making, Home Visits, Instructional Staff, Objectives, Parent Education, *Parent Participation, *Parent Role, Policy Formation, Program Descriptions, Volunteers

According to a recent census, over 46 percent of all American women today are employed outside the home. A growing number of these women and their families are turning to daycare programs for assistance in caring for their children. Researchers find that parents want decision-making roles in the programs which affect their children; they want to help establish the criteria to be met by the staff; they want to influence or control the hiring and firing of staff. Parents are particularly concerned that males, including teenagers and grandparents, be included on the staff. There is a strong concern to establish continuity between the home and the center through the parent's involvement in the child's educational activities in the home and at the center. A broad concept of parent participation is needed and examples and practical suggestions are given for effectively involving parents in all aspects of daycare. Exemplary programs are described extensively. A comprehensive reference list and four appendixes supplement the main work. The first appendix provides a list of concerns voiced by parents; another includes the parent involvement questionnaire; a third appendix provides brief abstracts of several interesting programs which were not discussed in the body of the study. The fourth appendix, an address list, is provided for readers who wish to obtain a more comprehensive, sophisticated and updated understanding of individual programs. (Author/MK)

ED 054 864 24 PS 005 001
Bellugi-Klima, Ursula Hass, Wilbur
Syntactical Structures for Modeling in Preschool Language Training: Selected on the Basis of Potential Contribution to Logical Thinking.
National Lab. on Early Childhood Education , Chicago, Ill. Early Education Research Center.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-7-0706
Pub Date [68]
Contract—OEC-3-7-070706-3118
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Instructional Aids, *Language Instruction, *Preschool Education, *Syntax

This listing of syntactical structures was prepared for a research project being carried out under the auspices of the National Laboratory for Early Childhood Education. However, a number of people have found it useful for other purposes. Teachers who are attempting to use the "natural method" of accelerating language development find it helpful in giving children a language lift. The teacher listens to the child and notes the immature syntactical structures used. She then deliberately models the correct syntax and encourages the child to use it by asking him a question; the child's response to this question demands use of the structure. This list of syntactical structures may help the teacher become more aware of which structures are developing during the preschool years and how to help disadvantaged children acquire them. (Author/AJ)

ED 054 865 PS 005 015
Schaefer, Earl S. Aaronson, May
Infant Education Research Project: Implementation and Implications of a Home Tutoring Program.
National Inst. of Mental Health (DHEW), Chevy Chase, Md. Center for Studies of Child and Family Mental Health.
Pub Date [70]
Note—42p.; Paper is to appear as a chapter in a book on Conceptualizations of Preschool Curricula, Ronald K. Parker, Ed., City University of New York, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Games, *Home Instruction, *Infants, *Intellectual Development, Intelligence Quotient, Language Skills, Parent Attitudes, Staff Orientation, Toys, *Tutoring
Identifiers—Bayley Infant Mental Test, Johns Hopkins Perceptual Test, Peabody Picture Vocabulary Test, Stanford Binet

The Infant Education Research Project was designed to facilitate the intellectual development of disadvantaged children through a program of home tutoring during the second and third years of life. An experimental group of 31 Negro male infants and a control group of 33 Negro male infants were selected from door-to-door surveys of two lower-socioeconomic neighborhoods in Washington, D.C. Tutors visited the home of each experimental infant for an hour a day, five days a week, beginning when the infant reached 15 months of age and continuing through 36 months. Participation of the mother was encouraged but not required. Tutors were carefully selected and specially trained to make maximum use of teaching materials such as toys, books, music and rhythm, puzzles, games, and to provide children with the experiences of walks and excursions. Pleasant interpersonal relationships were encouraged and maintained at all levels of the project. Posttest gains confirm the success of the program for the experimental infants. However, it is suggested that tutoring should begin before 14 months of age. Four generalizations about the educational process in relation ot program development are also made. (WY)

ED 054 866 24 PS 005 021
Valladares, Ann E. And Others
SEL/Project Language. Level II, Kindergarten, Volume II (Lessons 17-32).
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—289p.
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($3.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Instructional Materials, *Intervention, *Kindergarten, *Language Skills, Listening Skills, Reading Readiness, Speech Skills, Workbooks

This curriculum guide contains the Southeastern Education Laboratory/Project Language Lessons 17-32 stressing listening, speaking, and reading readiness for disadvantaged kindergarten children. The lessons are designed to be used in the SEL's mobile preschool units or as readiness materials for kindergarten. The major emphasis of this intervention program is on the teaching of language skills in conbination with subject matter content using a language-experience approach. Each lesson lists specific behavioral objectives, materials, time needed, procedures, and suggestions for supplementary activities. Songs, resource books, and stories are correlated with concept studies in each unit. This lesson series centers around The Farr (Unit Three), The City (Unit Four), Community Helpers (Unit Five) and Transportation (Unit Six). Appendix A presents Pupil's Book, sample pages from the companion workbook to be provided for each child. Appendix B lists materials needed for one class to implement this curriculum. The first volume of SEL/Project Language (Lessons 1-16) is available as PS 004 669. The complete Pupil's Book, Lessons 1-32 is available as PS 004 670 and Teacher's Handbook is available as PS 005 022. (WY)

ED 054 867 24 PS 005 022
Valladares, Ann E. Lynch, Helen C.
SEL/Project Language. Level II, Kindergarten, Teacher's Handbook.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—63p.
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Suite 221, Atlanta, Georgia 30354 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Kindergarten, Language Handicaps, *Language Programs, *Language Skills, Listening Skills, *Literature Reviews, *Objectives, Reading Skills, Speech Skills, Writing Skills

The Teacher's Handbook is part of the publication series of the Southeastern Education Laboratory/Project Language (SEL/PL), an 8-year language-centered program designed to alleviate the language deficiencies of disadvantaged children between the ages of four and eleven. For teachers utilizing SEL/PL, the Handbook provides a research summary and description of project materials spanning the project from nursery school through sixth grade. (Only Level III, Kindergarten, of this comprehensive effort is completed and ready for classroom use.) Included in the Kindergarten Handbook are a review of research on listening, speaking, reading, and writing, a discussion of product objectives, and a bibliography. Kindergarten, Volume One, (Lessons 1-16) is available as PS 004 669. Volume Two (Lessons 17-32) is available as PS 005 021 and Pupil's Book, (Lessons 1-32) is available as PS 004 670. (WY)

ED 054 868 24 PS 005 024
Dempsey, Augustine
Teacher's Checklist Guide for the Peabody Language Development Kit--Level P. Volume I: Lessons 1-90.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—208p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Objectives, *Check Lists, Evaluation, Instructional Improvement, *Language Development, *Preschool Programs, *Teaching Guides
Identifiers—Peabody Language Development Kit

This guide is a compilation of teaching and behavioral objectives for lessons and activities of the Peabody Language Development Kit--Level P (PLDK-P). An accompanying checklist for each lesson provides space to record responses and reinforcement given each child. The purpose of the guide is to provide means for teachers to evaluate the effectiveness of their instruction, to identify individual problems and to assess rate of presentation and amount of review necessary. The guide was developed through adaptation of the PLDK-P to a Readimobile project in an experimental program conducted in Wakulla County, Florida, and pilot tested during 1970-71 with teachers and children in the Southeast. Volume II, Lessons 91-180 is PS 005 025. (Author/AJ)

ED 054 869 24 PS 005 025
Dempsey, Augustine
Teacher's Checklist Guide for the Peabody Language Development Kit--Level P. Volume II: Lessons 91-180.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—183p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, *Check Lists, Evaluation, Instructional Improvement, *Language Development, *Preschool Programs, *Teaching Guides
Identifiers—Peabody Language Development Kit

This guide is a compilation of teaching and behavioral objectives for lessons and activities of the Peabody Language Development Kit--Level P

(PLDK-P). An accompanying checklist for each lesson provides space to record responses and reinforcement given each child. The purpose of the guide is to provide means for teachers to evaluate the effectiveness of their instruction, to identify individual problems and to assess rate of presentation and amount of review necessary. The guide was developed through adaptation of the PLDK-P to a Readimobile project in an experimental program conducted in Wakulla County, Florida, and pilot tested during 1970-71 with teachers and children in the Southeast. Volume I, Lessons 1-90, is PS 005 024. (Author/AJ)

ED 054 870 PS 005 026
Banta, Thomas J.
The Sands School Project: First-Year Results.
Pub Date [68]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, Comparative Analysis, *Conventional Instruction, Lower Class, Negroes, *Nongraded System, *Preschool Education, *Primary Education, Test Results
Identifiers—*Montessori Method, *Project Heat Start
This study was initiated to make a preliminary evaluation of the effects of Montessori education when children continued with the same method in public schools that they experienced in prekindergarten. Subjects were 72 black 5- and 6-year-olds from lower-middle and lower economic class families. There were two experimental classes in nongraded primary classrooms. One experimental group had Montessori preschool experience; the other, Head Start. Two control groups had conventional public classroom experience. One control group had experienced Head Start; the other had no formal preschool education. In a multiple-assessment procedure, children were measured according to ability(1) to create novel solutions to a maze puzzle; (2) to match appropriate objects among a sample of 3; (3) to separate an item from the field or context of which it is a part; (4) to control and restrain impulse action (Draw-a-Line-Slowly); (5) to repeat sentences (WPPSI); and (6) to initiate investigative behavior (curiosity measures.) Findings indicated that the non-graded primary combined with preschool experience showed the best results; subtracting either preschool or non-graded practices reduced the progress of the children. (AJ)

ED 054 871 24 PS 005 031
SEL/Project Language. Level II, Kindergarten. Criterion-Referenced Test.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—3p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, Individual Tests, *Kindergarten, *Language Ability
The Criterion-Referenced Test is designed to be used in conjunction with the SEL/Project Language, Level II, Kindergarten program. The test consists of 28 items to which the child responds verbally or nonverbally. The examiner records and tallies correct responses to obtain the child's total score. To administer this test, the examiner must have available props such as samples of texture, a xylophone, a flannel board, pictures and a toy car as well as a copy of the Pupil's Book. The Level II, Kindergarten curriculum guides are available as PS 004 669 (Part One) and PS 005 021 (Part Two). Pupil's Book is available as PS 004 670. Teacher's Handbook is available as PS 005 022. (WY)

ED 054 872 24 PS 005 098
Bernbaum, Marcia
Early Childhood Programs for Non-English Speaking Children. OCD Topical Paper.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Child Development (DHEW), Washington, D.C.
Bureau No—BR-0-0288
Pub Date May 71
Contract—OEC-0-70-2623(519)
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Educational Policy, English (Second Language), *Guides, Instructional Aids, *Non English Speaking, *Preschool Programs, Program Descriptions, *Research, Second Language Learning
Identifiers—Project Head Start
Guidelines based on research and reports from bilingual preschool programs are offered to assist teachers and administrators interested in the general problems of bilingualism and bilingual education. In addition to summarizing research and describing existing models for bilingual preschool programs (citing references to additional sources of information) this document lists recommended teacher-administrator handbooks and useful materials for teachers. Model bilingual programs are classified both as to composition of the classes (whether all are non-English speaking or not) and as to approach. Among the program approaches described are the Michigan Oral Language Program for Spanish-speaking migrant children, a nursery school on a Ute reservation in Utah, an elementary school which focuses equally on Navaho and English, and the Tucson Early Education Model of the University of Arizona. The document concludes with a list of reference sources developed during 1965-1970. (WY)

RC

ED 054 873 RC 001 009
Franseth, Jane
Supervision in Rural Schools: A Report on Beliefs and Practices.
Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.
Report No—Bull-1965-24; OE-36005
Pub Date 65
Note—62p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS5.236:36005 $0.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, Leadership, Objectives, Qualifications, *Rural Education, *Rural Schools, Staff Role, Standards, *Supervision, *Supervisors, Teacher Supervision, Teaching
The purpose of this report is twofold: (1) to increase understanding of what is involved in the process of supervision and (2) to help instructional personnel analyze supervisory behavior by means of guiding principles based on knowledge of human behavior examined in light of educational objectives. In the text, rural situations have been selected which show supervisors at work helping teachers and others deal with problems. In keeping with this, approaches designed to improve supervisory practices are illustrated. Also included is a discussion of guiding principles of good supervision and the application of these principles in improving learning opportunities for children and youth. (LS)

ED 054 874 RC 001 880
Cassidy, Rosalind
Youth Participation in Community Action: Report of a Demonstration Training Project.
California State Dept. of the Youth Authority, Sacramento.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Feb 67
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Action Programs (Community), *Demonstration Projects, Leadership Training, Mexican Americans, *Minority Groups, Negroes, *Program Descriptions, Rural Areas, Urban Areas, *Youth Programs
Identifiers—California
Reporting a 1966 1-year demonstration project involving youth in community action, this pamphlet shows how the 24 community action programs in this California project selected and trained personnel, selected and trained youth trainees, established the needs of respective communities, set about to match these needs, and evaluated their action. The 24 community action programs in the project were spread over all of California, including rural, urban, Mexican American, Negro, and Anglo American areas. The problems most often identified by the youth in the project and action most often taken were related to need for (1) teen centers, (2) recreational facilities and leadership, (3) improved youth-police relations, (4) improved Negro-Mexican American relations, (5) youth employment, (6) neighborhood cleanup and beautification in poverty areas, (7) voter registration, (8) tutoring younger children, and (9) knowledge of community provisions for welfare, health, sanitation, and continuing education for dropouts. In the report, appendices provide instruments used in the project, a selected bibliography relating to youth in community action, a list of the 24 contracting agencies, an article from the "New York Times" on the project, a list of 20 questions considered at 1 of the 2 statewide conferences of all project participants, and a list of sponsors and administrators of the project. (BO)

ED 054 875 RC 001 945
Rural Poverty, Hearings Before the National Advisory Committee on Rural Poverty (Memphis, Tennessee, February 2-3, 1967).
National Advisory Commission on Rural Poverty, Washington, D.C.
Pub Date Sep 67
Note—297p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Community, Depressed Areas (Geographic), *Economic Disadvantagement, Family Planning, *Government Role, Health, Housing, *Information Seeking, Jobs, Manpower Development, Organization, *Rural Areas, *Rural Development, Rural Education, Rural Population, Unemployment, Welfare Services
On September 27, 1966, President Lyndon B. Johnson established the National Advisory Commission on Rural Poverty. To this commission, he delegated the responsibility of making a comprehensive study and appraisal of the current economic situations and trends in American life. In fulfilling this responsibility, the National Advisory Commission on Rural Poverty conducted public hearings in Tucson, Arizona; Memphis, Tennessee; and Washington, D.C. The verbatim transcript contained in this volume is a result of the 2-day public hearing in Memphis on February 2-3, 1967. Two additional volumes contain the proceedings of the hearings in Tucson (RC 001 975) and Washington, D.C. (RC 002 004). All 3 volumes of hearings conducted by this commission are verbatim transcripts of the respective hearing proceedings. Based upon these public hearings and other extensive research, the commission presented a final report to President Johnson on September 27, 1967. The final report, which is contained in another volume (ED 016 543), describes poverty in America in 1967 and recommends "the most efficient and promising means of providing opportunities for the rural population to share in America's abundance." (LS)

ED 054 876 RC 001 975
Rural Poverty, Hearings Before the National Advisory Commission on Rural Poverty (Tucson, Arizona, January 26-27, 1967).
National Advisory Commission on Rural Poverty, Washington, D.C.
Pub Date Sep 67
Note—409p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Agricultural Laborers, *American Indians, Community, Depressed Areas (Geographic), *Economic Disadvantagement, Family Planning, *Government Role, Health, Housing, Information Seeking, Jobs, Manpower Development, Mexican Americans, Organization, *Rural Areas, Rural Development, Rural Education, Rural Population, Unemployment, Welfare Services
On September 27, 1966, President Lyndon B. Johnson established the National Advisory Commission on Rural Poverty. To this commission, he delegated the responsibility of making a comprehensive study and appraisal of the current economic situations and trends in American rural life. In fulfilling this responsibility, the National Advisory Commission on Rural Poverty conducted public hearings in Tucson, Arizona; Memphis, Tennessee; and Washington, D.C. The verbatim transcript contained in this volume is a result of the 2-day public hearing in Tucson on

January 26-27, 1967; at these hearings, witnesses representing American Indians and migrant workers were among those who testified. Two additional volumes contain the proceedings of the hearings in Memphis (RC 001 945) and Washington, D.C. (RC 002 004). All 3 volumes of hearings conducted by this commission are verbatim transcripts of the respective hearing proceedings. Based upon these public hearings and other extensive research, the commission presented a final report to President Johnson on September 27, 1967. The final report, which is contained in another volume (ED 016 543), describes the poverty in America in 1967 and recommends "the most efficient and promising means of providing opportunities for the rural population to share in America's abundance." (LS)

ED 054 877 RC 002 004

Rural Poverty, Hearings Before the National Advisory Commission on Rural Poverty (Washington, D.C., February 15-17, 1967).

National Advisory Commission on Rural Poverty, Washington, D.C.

Pub Date Sep 67

Note—500p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Agricultural Laborers, Community, Depressed Areas (Geographic), *Economic Disadvantagement, Family Planning, *Government Role, Health, Housing, *Information Seeking, Jobs, Manpower Development, Minority Groups, Organization, *Rural Areas, Rural Development, Rural Education, Rural Population, Unemployment, Welfare Services

On September 27, 1966, President Lyndon B. Johnson established the National Advisory Commission on Rural Poverty. To this commission, he delegated the responsibility of making a comprehensive study and appraisal of the current economic situations and trends in American rural life. In fulfilling this responsibility, the National Advisory Commission on Rural Poverty conducted public hearings in Tucson, Arizona; Memphis, Tennessee; and Washington, D.C. The verbatim transcript contained in this volume is a result of the 3-day public hearing in Washington, D.C., on Febraury 15-17, 1967. Two additional volumes contain the proceedings of the hearings in Tucson (RC 001 975) and Memphis (RC 001 945). All 3 volumes of hearings conducted by this commission are verbatim transcripts of the respective hearing proceedings. Based upon these public hearings and other extensive research, the commission presented a final report to President Johnson on September 27, 1967. The final report, which is contained in another volume (ED 016 543), describes the poverty in America in 1967 and recommends "the most efficient and promising means of providing opportunities for the rural population to share in America's abundance." (LS)

ED 054 878 RC 005 424

Zeller, Frederick A. Miller, Robert W.

Problems of Community Action in Appalachia.

West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.

Report No—Res-Ser-4

Pub Date May 68

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Action Programs (Community), Citizen Participation, Community Characteristics, Community Service Programs, Employment Programs, *Federal Programs, Political Power, Poverty Programs, Power Structure, *Problems, Program Attitudes, *Program Evaluation, *Rural Areas, Sociocultural Patterns

Identifiers—*Appalachia, Economic Opportunity Act of 1964

Dealing with an analysis and evaluation of community action programs (provided for by the Economic Opportunity Act of 1964) in Appalachia, this report presents 3 conditions for program success: (1) adequate community action leadership at the local level; (2) power holders at the community, county, or "local" level who are sympathetic, or at least neutral, to accomplishment of the goals of community action; and (3) involvement of the target population in the community action programs. After an evaluation of the state of these 3 conditions in community action programs in Appalachia, it is concluded that the conditions are unattained and it is recommended that the development of adequate community action leadership at the local level be given top priority "since the other 2 conditions probably must be taken as 'givens' until the development of effective leadership is accomplished." (BO)

ED 054 879 RC 005 425

Photiadis, John Zeller, Frederick A.

Attitudes Toward State and Local Taxes in West Virginia--The Preliminary Results of a Survey.

West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.

Report No—Res-Ser-6

Pub Date [68]

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, *Attitudes, Community Size, Educational Background, Educational Status Comparison, Income, Occupations, *Rural Urban Differences, Sociocultural Patterns, *Socioeconomic Influences, *Surveys, Tables (Data), *Taxes

Identifiers—West Virginia

Dealing with West Virginians' attitudes toward state and local taxes and their uses, this study surveyed approximately 600 male heads of households representing different socioeconomic groups in Charleston, Morgantown, Beckley, and an open-country area in Raleigh County. Reported data "are not encouraging--attitudes vary directly with income levels and the low income levels of the State are inconsistent with the need for dramatic tax increases. Suggestions for short-run and long run changes are offered. It is expected that more detailed analysis of these data will be made and reported in subsequent publications." There are 39 tables. (BO)

ED 054 880 RC 005 489

Sciara, Frank, Ed. Shively, Ben F., Ed.

Indiana Migrant Education Programs; A Guide for Educational Program Objectives and Appraisal.

Pub Date Aug 71

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Culturally Disadvantaged, *Curriculum Guides, *Educational Objectives, Evaluation, *Health Programs, Instructional Program Divisions, *Migrant Child Education, Parent School Relationship, *Program Development, School Role, State Programs, Teacher Workshops

Identifiers—Indiana

The purpose of this guide is to provide administrators and teachers who work in education programs for migrants with a tool which may be useful in guiding the development and appraisal of such programs. Objectives for migrant education programs and the criteria for program appraisal included in the guide have been developed through the efforts of teachers and migrant program directors who participated in the 1971 Indiana Workshop for Teachers of Migrant Children held at the Geneva Conference Center, Rochester, Indiana. The objectives and criteria for appraisal are not to be considered all inclusive but are suggestive as to areas of need in migrant education programs. Among the areas considered by the suggested approach to migrant education programs are health services, food services, parental and community involvement, and instruction. (LS)

ED 054 881 RC 005 514

Kleibrink, Michael C. Ruesink, David C.

Training and Relocation of Mexican Americans: Implications for Manpower Policy.

Pub Date 27 Aug 71

Note—15p.; Paper presented at the Rural Sociological Society Meetings in Denver, Colorado, August 27, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, *Job Training, *Manpower Development, *Mexican Americans, Off the Job Training, On the Job Training, Questionnaires, *Relocation, *Research, Research Needs, Research Utilization, Security, Tables (Data), Training Allowances, Underemployed

Identifiers—Texas

The problem of moving workers from one community to another is not a new topic, but it is a little studied one. Much research has been done on the demographic characteristics of migrants, but there are very few studies of the sociopsychological characteristics of migration. In this study, the importance placed by the relocated individual on various kinds of opportunity structures is analyzed along with the changing perceived social status in the sending and receiving communities. The data from 140 relocatees are presented in a post-factum analysis but reveal that opportunity structures that avoid social impediments to raising status are more important to this group than those removing economic barriers. Furthermore, most of those who stayed on their new jobs and most of those who left felt that they were better off in the receiving community. The authors use these data to develop a model for policy use and further research. Related documents are ED 032 157 and ED 042 556. (Author/BO)

ED 054 882 95 RC 005 522

Second Annual Report on a Conference on Indian Education (Riverton, Wyoming, Oct. 9 & 10, 1969).

Central Wyoming Coll., Riverton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Oct 69

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Communication Problems, *Conference Reports, *Cultural Awareness, Curriculum Evaluation, Dropout Problems, *Education, Educational Needs, *Educational Problems, Parent School Relationship, Relevance (Education), Sociocultural Patterns

"The purpose of this conference was to study and explore current problems facing Indian education today relative to the high drop-out rate of Indian youth in our public schools, the apparent communication problems between teachers and Indian students, the cultural heritage of the American Indian and its effect on education, relationships between school administrators and Indian parents, and a means of developing a curriculum and materials more relevant to the Indian world." This publication contains major addresses presented by guest speakers, panel discussions and summaries of speeches by prominent educators in Indian education, most frequently asked questions (and answers) concerning Indian education, and a summary of the conference evaluation. (BO)

ED 054 883 RC 005 526

Valencia, Atilano A.

Bilingual/Bicultural Education -- An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date Aug 71

Note—134p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement Tests, *American Indians, Anglo Americans, Attitude Tests, Biculturalism, *Bilingual Education, English (Second Language), Grade 1, Grade 2, *Mexican Americans, *Primary Grades, *Program Evaluation, Spanish Speaking, Standardized Tests

Identifiers—New Mexico

The 1970-71 evaluation of the Grants, New Mexico, Bilingual Education Project is reported through narrative description of tests administered and their results, statistical findings from analyses of variance or covariance of test results, and conclusions and recommendations based on test results. In the evaluation, the 147 students in the experimental and the 35 students in the control group--representing 6 schools and 4 language references (Keresan, English, Spanish, and Navajo)--were given various tests for which a pre-test/post-test measure was used to ascertain significant experimental group gains over an 8-month period: the Southwestern Cooperative Educational Laboratory Test of Oral English Production; the California Achievement Test; the Test of Basic Experiences (a Spanish-language instrument measuring concept comprehension in science, social studies, and mathematics); the Caldwell Test (a Spanish-language instrument for measuring a child's ability to provide responses about himself and his role activities); and the author's Cultural Sensitivity Instrument (a pictorial and manipulatory measure of perceptions and

attitudes concerning Anglo Americans, American Indians, and Mexican Americans). Also, a questionnaire was designed and administered to ascertain perceptions and attitudes of school personnel about the bilingual program components. There are 24 tables. (BO)

ED 054 884 RC 005 540
Tamblyn, Lewis R.
Rural Education in the United States.
Rural Education Association, Washington, D.C.
Pub Date 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Consolidated Schools, *Economic Disadvantagement, *Educational Improvement, Equalization Aid, *Fiscal Capacity, Innovation, National Organizations, *Regional Programs, *Rural Education, Supplementary Educational Centers, Urban Immigration

Rural education is confronted with new problems, responsibilities, and opportunities to contribute to the solution of major issues facing the United States. It is generally agreed that about 10 million rural people are poor and that they constitute one-third of the nation's economically disadvantaged. The paramount cause of present urban problems stems from the migration of hordes of economically and socially deprived and displaced persons from rural areas to urban centers. The vast majority of states having large rural populations have fewer fiscal resources per child to support educational programs than the average state. Multi-district organizations are providing some of the answers to rural education problems due to scarcity of population, small school districts, geographical isolation, and an inadequate tax base. The primary challenge in rural education is to drastically improve the quality of its educational offerings and to make education relevant for those who will remain in the community and for those who will migrate to urban areas. In the document, rural education is discussed in terms of the foregoing factors; national organizations concerned with rural education are cited; 9 regional and state education improvement projects are described; and recommendations to correct deficiencies in rural education for the 1970's are listed. (JH)

ED 054 885 RC 005 544
Pierce, James M.
The Condition of Farm Workers and Small Farmers in 1970. Report to the National Board of National Sharecroppers Fund.
National Sharecroppers Fund, New York, N.Y.
Pub Date 70
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Laborers, Child Labor, *Economic Disadvantagement, *Farm Labor, Farm Labor Legislation, Housing Needs, Migrant Worker Projects, Racial Discrimination, *Rural Population, *Sharecroppers, Welfare Problems

In 1970, many Americans are examining anew the costs of achieving efficiency in agriculture through bigness. The exodus of small farmers continues--more than 2.7 million farmers have abandoned farming or sold out to bigger competitors since 1950--while Government agricultural policy remains attuned to the interests of large farmers. All small farmers have suffered from Government policy, but black farmers have been the chief victims. Agriculture is still one of the nation's largest employers, and farm work remains one of the most hazardous occupations. One-fourth of farm-wage workers are under 16 years of age; most children of farm workers suffer serious educational disadvantages; poor health, squalid housing, and powerlessness continue to be the lot of migrant workers; Federal Programs for migrants lack adequate funding and are often administered by state and local bodies unresponsive to migrant needs; and Congress has refused again to include farm workers in unemployment compensation coverage. One improvement, however, is the 1970 Housing Act which provides an increase in the maximum grant for construction of farm labor housing. Nontheless, progress in farm labor conditions has come primarily from the efforts of the poor themselves in organizing small farm cooperatives, self-help projects, and unions. A related document is ED 010 970. (JH)

ED 054 886 RC 005 551
The Mexican Texans.
Texas Univ., San Antonio. Inst. of Texan Cultures.
Pub Date 71
Note—36p.
Available from—The University of Texas, Institute of Texan Cultures at San Antonio, P.O. Box 1226, San Antonio, Texas 78294 ($1.25 plus postage)
Document Not Available from EDRS.
Descriptors—*American History, *Biographies, *Ethnic Studies, *Mexican Americans, *Resource Materials
Identifiers—Texas

Being a collection of biographical sketches of men who reside in what is now called Texas, this pamphlet portrays over 40 creoles and mestizos of the 18th and 19th centuries who were varying combinations of priest, teacher, rancher, city father, political activist, revolutionary, counterrevolutionary, politician, adventurer, military leader, civil servant, statesman, scholar, author, merchant, etc., and also portrays 7 contemporary Mexican Americans (2 artists and 1 each of scholar-author, Federal Judge, educator, Federal Congressman, and director of a center for Mexican American studies). Along with the biographies in the pamphlet, 4 passages add historical perspective on the Mexican Texans. There are 45 illustrations. (BO)

ED 054 887 RC 005 557
Parents' Guide to the Boarding Home Program.
Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.
Pub Date Feb 70
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Boarding Homes, *Coordinators, Health Services, *Rural Areas, *Secondary School Students, Student Employment
Identifiers—Alaska

The Boarding Home Program was developed by the Alaska State Department of Education, Division of State-Operated Schools, to provide students living in an unincorporated area of rural Alaska, where no public high school is available, with an opportunity to continue their education. Established as an interim measure until more regional high school boarding facilities are constructed, the program utilizes families who provide boarding homes for participating students. Presented in this guide for "boarding home parents" are the standards for participation, along with discussions of financial arrangements, student health services, student employment, and the role of the boarding parents (with examples of what the "foster" parents might be expected to do for the student). Also, the role of the home-school coordinator is explained, and his responsibilities to the student and boarding family are listed. A boarding home parent application is appended. (LS)

ED 054 888 88 RC 005 558
Bowkett, Norma S., Comp.
Directions 70's: An Assessment of Educational Needs in Alaska.
Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date Aug 70
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, *Educational Needs, *Educational Objectives, *Individual Development, *Rural Population, *Skill Development, Statewide Planning
Identifiers—Alaska

Educational goals and objectives for the public education system of Alaska are presented in this Title III (Elementary and Secondary Education Act) report. The goals are (1) to provide an environment wherein each person, regardless of any conditions affecting him, is afforded the opportunity to reach his maximum potential as an individual and as a member of society; (2) to develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society; and (3) to provide the best possible administrative structure, service, and leadership to all entities concerned with implementing the philosophy of education of the Alaska State Board of Education. For each goal, specific objectives are presented which are supported by a statement of need for the objectives and a summary of present and planned actions to meet the objectives. A summary of activities of the state department of education regarding educational planning and research is included. (JH)

ED 054 889 RC 005 560
Bieker, Richard Francis
Social and Economic Determinants of the Educational Achievement of Selected Eleventh Grade Students in Rural Kentucky: An Exploratory Study.
Pub Date 70
Note—222p.; Doctor's dissertation submitted to University of Kentucky, Lexington
Available from—Inter-Library Loan from West Virginia University, Morgantown, West Virginia 26506
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Class Size, *Economic Factors, Economic Research, Educational Facilities, Family Background, *High School Students, *Input Output Analysis, Instructional Materials, Intelligence, Part Time Jobs, Questionnaires, *Rural Education, Social Factors, Statistical Studies, Student Employment, Teacher Salaries
Identifiers—Kentucky

Study objectives were (1) to construct a conceptual model to relate incremental educational achievement of individual students during a 2-school-year period to economic inputs of the school, student inputs, and family inputs during that period and (2) to use the model as a basis for generating an economic factor model for the school unit. To test the model empirically, data were obtained on students from 5 high schools in south-central Kentucky. School budgetry and enrollment data, student test data, and student and family background data obtained by student questionnaire were subjected to multiple correlation-regression analysis. Statistically significant and positive relationships were found between incremental student achievement in basic subjects and (1) student's mental ability, (2) opportunity cost of student time investment in formal education, and (3) student's academic commitment or intensity of effort; an inverse relationship was found involving the number of job hours worked by the student during the 2-school-year period. A statistically significant and positive relationship was found between average incremental student achievement and per-class expenditures on teacher's salary; no statistically significant relationship was found involving average class size. Due perhaps to peculiarities of the sample, no statistically significant relationships were found involving either family variables or investment either in instructional equipment or plant facilities. (BO)

ED 054 890 RC 005 561
Harkins, Arthur M., Comp. And Others
Modern Native Americans: A Selective Bibliography.
Minnesota Univ., Minneapolis.
Pub Date Jul 71
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Acculturation, *American Indians, *Bibliographies, Community Development, Cultural Background, *Education, English (Second Language), *History, Language, *Mental Health, Organization, Socioeconomic Influences, Students

Contained in this bibliography are approximately 1500 citations of works on Native Americans published between 1927 and 1970. Included are books, journal articles, other articles, and original research. The entries cover a wide range of topics--for example, English as a second language, community development, history of various tribes, and drinking problems. A related document is ED 051 940. (LS)

ED 054 891 RC 005 562
Price, John A.
Cultural Divergence Related to Urban Proximity on American Indian Reservations.
Minnesota Univ., Minneapolis.
Pub Date Aug 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Community Development, *Cultural Differences, Educational Disadvantagement, Religious Factors, *Reservations (Indian), *Rural Urban Differences, *Socioeconomic Background, Welfare Recipients

The scattered reservation segments of a single U.S. or Canadian Indian tribe have often culturally diverged from one another in recent historical times. This divergence is particularly marked in more urban regions, such as California, and among tribes where some of the reservations are near cities. As tribalism has become less important and urban adaptation more important, cities have a differential impact for change according to their distance from the various Indian communities. The most distant reservations tend to be abandoned, to survive as retirement communities, or to turn to a conservative, low-cost-of-living and welfare-dependent adaptation. Reservations closest to the cities tend to develop a pattern wherein residents commute to jobs in the city; these reservations are characterized by population increase and a new sophistication in working with modern bureaucratic politics. (Author/LS)

ED 054 892 24 RC 005 563

Hughes, Larry W. Spence, Dolphus L.

Attitudes and Orientations of Rural Groups and Effects on Educational Decision-Making and Innovation in Rural School Districts: A Synthesis of Research.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Jul 71

Contract—OEC-1-6-062469-1574

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Characteristics, *Decision Making, *Educational Change, Family Attitudes, Power Structure, Research Reviews (Publications), *Rural Schools, *Rural Youth, School Community Relationship, *Teacher Attitudes

The rural community is characterized by a decreasing population and an eroding of local taxable wealth which contribute to the ineffectiveness of community agencies or institutions to serve citizens' needs. The rural community resists widespread effort to change existing conditions since rural people are generally conservative and often do not have the financial resources to solve indigenous problems. Although local boards of education are delegated the authority to determine educational policy, they rarely make decisions that might raise the ire of the local power structure. To a large degree, local educational programs are determined by the attitudes of local administrators, teachers, school board members, parents, and other adults in the community. Most administrators and teachers in rural areas are themselves products of the rural subculture and reflect the attitudes of the community in which they work. Education continues to be viewed as an expense rather than an investment, with the school being an agency for passing on the eternal verities rather than an agency for social change. The recent move toward the educational cooperative and an emphasis in administrator and teacher preparation programs on educational change and innovation are seen as constructive efforts to improve rural schools. (JH)

ED 054 893 RC 005 564

Lamb, Ruth S.

Mexican Americans: Sons of the Southwest.

Pub Date 70

Note—198p.

Available from—Ocelot Press, Box 504, Claremont, California 91771 ($5.95 paperback)

Document Not Available from EDRS.

Descriptors—*American History, Art, *Bibliographies, Civil Rights, *Cultural Background, Education, Folk Culture, *History, Labor, Literature, *Mexican Americans, Political Affiliation, Social Development

Concerned with the Mexican Americans, who constitute the largest ethnic group in the southwestern United States, this book traces the history of these people from the early explorations and colonizing efforts of the Spanish in North and South America during the 16th century to the present. Major divisions of this book are the Introduction, Southwest, Ancient Mexican Heritage, Spanish Legacy, Americans Arrive, Treaty of Guadalupe Hidalgo, Gold Rush and After, Great Migration, Civil Rights and Political Activity, and Mexican Americans Today. The bibliography is divided into 12 headings: General Sources (179 references); Civil Rights and Political Activity (74); Education (242); Folklore and the Arts (51); History (255); Labor (129); Magazines and Newspapers (22); Mexican Literature in Translation (37); Social Background and Social Change (116); The Mexican American in Children's Literature (76); Mexican Literature, Interpretations (15); and Mexican American Literature (51). Two maps and an index are included. (MJB)

ED 054 894 RC 005 565

Nelkin, Dorothy

On the Season: Aspects of the Migrant Labor System.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—Ford Foundation, New York, N.Y.; Manpower Administration (DOL), Washington, D.C.; State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.

Report No—ILR-8

Pub Date Nov 70

Note—85p.

Available from—The Distribution Center, New York State School of Industrial and Labor Relations, Cornell University, Ithaca 14850 ($2.25)

Document Not Available from EDRS.

Descriptors—*Agricultural Laborers, Crew Leaders, Economic Disadvantagement, Employment, Field Experience Programs, Field Interviews, *Field Studies, *Labor Camps, Migrant Problems, Migrants, *Migrant Workers, *Negroes, Political Power, Puerto Ricans, Social Disadvantagement, Socioeconomic Status

The 3 essays on migrants in this study draw upon a survey of 181 migrants from 12 crews and of the crew leaders and growers associated with these crews, a small survey of an agricultural community, field notes of 16 undergraduate students who lived and worked in 14 migrant labor camps for 5 to 10 weeks, and interviews by 8 additional students with farmers, social workers, administrators in government and church agencies, and teachers related to the migrant labor system. The essays concentrate on migrants' adaptation to an environment shaped by such factors as physical and social exclusion from the wider society (most migrants studied were black), an uprooted pattern of life marked by seasonal geographic mobility, the conditions of steep labor, the dependence and powerlessness imposed by living in an employer-owned camp, the limited physical setting of a labor camp, and the effects of the temporary character of a labor crew. Recommendations are offered, "more to indicate obvious points of vulnerability in the migrant labor system than to provide quick or sufficient solutions to problems compounded over many years." (BO)

ED 054 895 RC 005 566

OEO Programs for Migrant and Seasonal Farm Workers. Title IIIB EOA Projects.

Office of Economic Opportunity, Washington, D.C.

Pub Date [71]

Note—99p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, *Family Involvement, Federal Programs, Job Skills, *Migrant Worker Projects, *Program Descriptions, *Rehabilitation Programs, Rural Economics, Seasonal Laborers, *Vocational Retraining

The major thrust of Title III-B (Economic Opportunity Act) programs is to prepare migrant and seasonal farm workers for upgraded jobs and to prepare entire farm worker families for alternatives to farm work if they so desire. These alternatives, supported through projects for adult heads of households, emphasize skill training in preparation for actual job placement. Augmenting the efforts in economic upgrading are family rehabilitation, day care, and housing programs. In rehabilitation programs, the entire family is involved. While the head of household prepares for an upgraded job, his wife learns household and basic consumer management techniques to assist the family in making the most of economic resources. Younger family members receive medical, nutritional, and educational support of the type needed to make the family unit as stable as possible during the period of transition. Project sponsors include state and local governmental agencies, universities, multi-county non-profit corporations, small local agencies, and church-related groups. In the document, descriptions of individual programs, grouped by state, include such information as program name and address, type of agency, and area served. A related document is ED 028 877. (JH)

ED 054 896 RC 005 567

The Indian Health Program of the U.S. Public Health Service.

Public Health Service (DHEW), Arlington, Va.

Report No—PHSP-1026-Rev

Pub Date 69

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Cultural Factors, Demography, Environmental Influences, *Eskimos, Federal Programs, Health Facilities, Health Occupations Education, *Health Programs, Health Services, History, Legislation, *Program Descriptions, Rural Areas, Socioeconomic Influences, *Special Health Problems

Identifiers—Alaska

As reported in this publication, about 410,000 Alaskan Indians, Eskimos, and Aleuts receive a full range of curative, preventive, and rehabilitative health services--including hospitalization, outpatient medical care, public health nursing, maternal and child health care, dental and nutrition services, and health education. The U.S. Public Health Service, through the Indian Health Program, also provides environmental health services, including construction of water-supply and waste-disposal facilities, and the training needed to use and maintain them. In providing these services, geographic and cultural isolation problems such as those related to transportation, communication, and religion are encountered. To meet the needs of the scattered population, the Indian Health Service, which is divided into 8 field areas, not only has contact service but also operates 51 hospitals, 70 health centers, and more than 300 field health clinics. Special health programs are geared to maternal and child care, family planning, trachoma treatment, mental health services, and research. Special educational programs are targeted to training nurses, dental assistants, health records technicians, and community health aides. (JB)

ED 054 897 RC 005 568

Aranda, Robert G. And Others

A Preliminary Study of Nutritional Status in Mexican American Pre-School Children I. Experimental Design, Selection of Subjects, Data Collection and Description of Families.

Pub Date [70]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ethnic Studies, *Family Characteristics, Family Income, *Mexican Americans, *Mothers, Physical Health, *Pregnancy, *Preschool Children, Questionnaires, Tables (Data), Urban Studies, Working Parents

Identifiers—California

Some 26 Mexican American families of East Los Angeles having children in Head Start responded to a questionnaire gathering data on birthplace, family income, number of individuals in the home, and pregnancy history of the mothers. Questionnaire results recorded in this document indicate that 46% of the mothers and 35% of the fathers were born in the United States; mean length of stay in Los Angeles was 12.5 years; 58% of the Head Start children were born in the United States and 5% were born in Mexico; there was a mean of 5.8 individuals living in the home; the age range of children was from 1 to 7 years; in 65% of the homes the father was living in the home and employed as laborer or factory worker; the mean weekly income per person per week was $13; and 19% of the families were receiving Welfare while 12% were receiving Aid to Families with Dependent Children. The pregnancy history of mothers included health for 5 years prior to pregnancy, work outside the home during pregnancy, food restrictions, medical care during pregnancy, medical problems during pregnancy, vitamin and mineral preparations taken during pregnancy, and number of live-born children, abortions, stillborns, and premature children. (JB)

ED 054 898 RC 005 569
Lewis, Jane S. And Others
Nutritional Status of Mexican American Preschool Children in East Los Angeles and San Diego.
Pub Date 16 Apr 71
Note—13p.; Presented at American Institute of Nutrition Annual Meeting, Chicago, Ill., April 16, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biochemistry, Dietetics, Eating Habits, Family Characteristics, Food, *Mexican Americans, *Nutrition, Physical Health, *Preschool Children, *Tables (Data)
Identifiers—California
Results of a 1968 pilot study of the nutritional status of Mexican American preschool children in East Los Angeles and San Diego are reported in this document. Questionnaire data collected from mothers of preschool children are presented in terms of a description of families, prenatal care, clinical examinations, dietary intakes, and biochemical determinations. (Sample sizes ranged from 8 to 41 children, depending on the intended study variable.) The study indicated, for example, that these children had adequate intakes of protein, riboflavin, ascorbic acid, and niacin but that iron intakes were low. (JB)

ED 054 899 RC 005 570
Lewis, Jane S. And Others
A Three Day Dietary Survey of Piute Preschool Children in Inyo County, Calif.
Pub Date 1 Jul 71
Note—12p.; Presented at American Home Economics Association annual meetings, Denver, Colorado, July 1, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Dietetics, *Eating Habits, Food, *Nutrition, *Preschool Children, Questionnaires, Research Methodology, *Tables (Data)
Identifiers—Piute Indians
As part of a longitudinal study of Piute Indian children being conducted by Children's Hospital, Los Angeles, 3-day dietary-intake records of 23 Piute Indian preschool children in Inyo County, California, were analyzed according to 4 food groups. As reported, results indicated that 5 or 6 food groups should be used if intake results of vitamins C and A are being studied and that, in general, diets of Piute Indian preschool children were adequate in calories, protein, B vitamins, and calcium; ascorbic acid and iron were most frequently inadequate. (JB)

ED 054 900 RC 005 571
Hudson, Charles M.
The Catawba Nation.
Georgia Univ., Athens.
Report No—Monogr-18
Pub Date 70
Note—142p.
Available from—University of Georgia Press, Athens, Georgia 30601 ($4.00 plus postage).
Document Not Available from EDRS.
Descriptors—*Acculturation, *American Indians, *Conflict, Culture Conflict, Discriminatory Attitudes (Social), Education, *Ethnology, Industrialization, Religious Conflict, Role Conflict, *United States History
Identifiers—*Catawba Indians
Based both on library research and field research, the author's effort has been to reconstruct the history of the Catawba Indians, concentrating on their external relations from prehistoric times up to the present, and to examine the manner in which this history is remembered and socially codified in the present by both whites and Catawba Indians. Two short periods of field work, August to September of 1962 and June to October of 1963, were a mixture of directed interviewing and participant-observation with the object of learning how the Catawbas and their white neighbors thought of themselves in terms of their past. It is reported, for example, that the majority of the Catawbas are Mormons, that they work in local textile mills, and that they experience social conflict both with outsiders and among themselves due to increasing assimilation. Among the historical facts, it is noted that they divided their assets and terminated their relationship with the Bureau of Indian Affairs in 1962; that the last speaker of the Catawba language died in the person of their last chief; and that existing and future marriages between Indians and whites were legalized in South Carolina in April of 1960. (BO)

ED 054 901 RC 005 572
Grebler, Leo And Others
The Mexican-American People: The Nation's Second Largest Minority.
Pub Date 70
Note—777p.
Available from—La Causa Publications, P.O. Box 4818, Santa Barbara, California 93103 ($14.95)
Document Not Available from EDRS.
Descriptors—*Cultural Factors, *Ethnic Studies, Family Relationship, Individual Characteristics, Mexican American History, *Mexican Americans, Political Influences, Religious Factors, Social Structure, Social Systems, *Socioeconomic Influences, *Urban Population
Identifiers—Southwestern States
Based on over 4 years of research completed in 1968, this work "is the most comprehensive study to date" of the position of Mexican Americans in selected urban areas of 5 southwestern states (Arizona, California, Colorado, New Mexico, and Texas). Ranging over historical, cultural, religious, and political perspectives, the class structure, the family, and the Mexican American in a changing social world, the analysis contains 7 parts: "The Setting," "Historical Perspective," "Socioeconomic Conditions: A Detailed Portrait," "The Individual in the Social System," "The Role of Churches," "Political Interaction," and "Summary and Conclusions." Included are appendices to various chapters; a 1593-item bibliography; 147 tables, charts, maps, and figures; and a subject index. (MJB)

ED 054 902 95 RC 005 574
Littlejohn, Joseph E.
A Handbook for Teachers and Aides of the Choctaw Bilingual Education Program.
Southeastern State Coll., Durant, Okla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Grant—OEG-0-70-3473(280)
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bilingual Education, *Community Involvement, Educational Needs, *Inservice Programs, Material Development, Parent Participation, Self Concept, *Teacher Education, Teaching Techniques
Identifiers—*Choctaws
The Choctaw Bilingual Education Program is a plan operating in 4 public school systems in Oklahoma to expand the educational opportunities of Choctaw children. The 4 major program components are inservice workshops, an inservice instructional program in the public schools, parental and community involvement, and a 5-year master's-level teacher-preparation program. Based on the idea that Choctaw children will find the most satisfying lives if they recognize and accept the fact that the Choctaw people live in a world of 2 languages and 2 cultures, the program is intended as a service through which teachers and aides may find or develop insights, materials, and techniques to help in working with Choctaw children. The handbook discusses major educational needs of Choctaw children, what teachers and aides need to know about language, and how the program can meet the needs of Choctaw bilingual children. Reference is made to materials available for the classroom, materials available for inservice training, and techniques in bilingual education. Appended is a list of terms, with definitions, commonly used in the study of language. (JH)

ED 054 903 24 RC 005 575
Stern, Carolyn Ruble, Diane
Teaching New Concepts to Non-English Speaking Preschool Children.
California Univ., Los Angeles.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-5-0701
Pub Date Aug 70
Contract—OEC-5-85-045
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, *Concept Teaching, *English (Second Language), Family Environment, Instructional Materials, Instructional Programs, *Mexican Americans, *Preschool Children, Research Methodology, Spanish Speaking, Statistical Analysis, Tables (Data)
As documented in this publication, 15 Mexican American children from 4 Head Start classes participated in this study, which tested 3 hypotheses: (1) that children whose first language is Spanish and who are instructed in Spanish will require significantly fewer trials to learn a new concept than children instructed either in English or bilingually; (2) that children receiving the first set of new concepts in English will learn a second instance of the new concept taught in English more readily than children who were taught the first use of the concept in Spanish; and (3) that, on a Spanish language criterion test, children taught concepts in English will do as well as children taught those concepts in Spanish or bilingually. The procedure, as recorded, included pretesting with the Goodenough Draw-A-Man Test and the Expressive Vocabulary Inventory in both English and Spanish; the instructional program (in Spanish or English only, or bilingual instruction); a criterion test in the appropriate language using a series of booklets developed to teach the conceptual task (use of compound adjectival modifiers) which was designed to test the hypotheses; and a posttest. Study results rejected hypotheses 1 and 2, while hypothesis 3 could not be rejected. An appendix contains lessons used in the instructional program. (JB)

ED 054 904 RC 005 576
Day, A. Grove
The Sky Clears; Poetry of the American Indians.
Pub Date 51
Note—203p.
Available from—University of Nebraska Press, Lincoln, Nebraska 68504 ($1.25)
Document Not Available from EDRS.
Descriptors—*American Indians, *American Literature, Anthologies, *Creative Expression, *Cultural Background, *Poetry
More than 200 authentic poems and lyrics of North American Indians are compiled in this anthology. The poetry was translated from tribal languages into English over the past 100 years by students of Indian language, lore, and life. The poems, taken from about 40 North American tribes, include songs of Eskimos of the Arctic coasts, totem-pole makers of the Northwest, desert dwellers of the Southwest, horse nations of the Plains, hunters of the Eastern woodlands, and the Mayas and Aztecs of ancient Mexico. Historical background information to help the reader understand and appreciate these compositions as worthy contributions to American literature is included. (JH)

ED 054 905 RC 005 583
Migrant Labor Problems in the 1970's. Staff Report to the Colorado General Assembly.
Colorado State General Assembly, Denver. Legislative Council.
Report No—RP-157
Pub Date Nov 70
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Economic Disadvantagement, Family Characteristics, Family Life, Farmers, Federal Programs, Migrant Education, Migrant Employment, Migrant Health Services, Migrant Housing, *Migrant Problems, *Migrants, *Migrant Welfare Services, Migration Patterns, Reports, *Seasonal Laborers, *Socioeconomic Status, State Programs
Identifiers—Colorado
Updating the findings reported in Colorado Legislative Publication No. 72, "Migratory Labor in Colorado," published in December of 1962, this 1970 staff report describes existing economic conditions of both growers and seasonal farm workers, governmental and private services available to the migrants, and some of the major migrant issues of the early 1970's. Sociocultural conditions of the migrants are also examined: the strength and disadvantagement of the migrant worker and family (4pp. of testimony presented by a psychiatrist at Harvard University); ethnic origin and languages spoken; health problems; inadequate education; the power of crew leaders and instances of its abuse; substandard housing; and major health hazards. Various programs (day-care centers, adult and child education, health and legal services, etc.) provided by public and private agencies directly concerned with meeting the needs of migrants, along with supportive Federal legislation, are discussed; however, it

is noted that "in spite of these various programs and services, the seasonal farm laborers, by and large, still suffer from low wages, substandard housing, poor education and lack of adequate health services." No recommendations are offered in the report. (BO)

ED 054 906 RC 005 584
A New Life for the Country. The Report of the President's Task Force on Rural Development.
President's Task Force on Rural Development, Washington, D.C.
Pub Date Mar 70
Note—48p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Planning, *Depressed Areas (Geographic), Economic Disadvantagement, Education, Employment, *Government Role, Health, Housing, Nutrition, Organization, Private Financial Support, Rural Areas, *Rural Development, Rural Urban Differences, *State Action, Transportation
The President's Task Force on Rural Development (established in September of 1969) reviewed the effectiveness of rural assistance programs and made recommendations as to what might be done in the private and public sectors to stimulate rural development. Included are recommendations for streamlining Federal programs, strengthening state and local participation, and utilizing private enterprise in rural development. Recommendations are also given for financing rural development and for improving nutrition, welfare assistance, health, housing, education, and transportation in rural areas. A discussion of research for a better rural environment concludes this report to President Nixon. (LS)

ED 054 907 RC 005 585
Suicide Among the American Indians: Two Workshops (Aberdeen, South Dakota, September 1967; Lewistown, Montana, November 1967).
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Report No—PHSP-1903
Pub Date Jun 69
Note—41p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Behavior Problems, Community Health, *Federal Programs, Medical Services, *Mental Health, Mental Illness, *Prevention, Rural Areas, *Suicide
Health problems among the American Indians have been of major concern to the U.S. Public Health Service for some time. As major inroads are now being made into infectious diseases, maternal and child health, and many chronic illnesses, the problems of the mental health of Indians come into a more central focus. Within the framework of mental health problems, suicide looms as one of the more tragic outcomes of psychological anguish. At the same time, it is one of the most preventable and unnecessary modes of death. The long history of social and cultural turmoil that has confronted the American Indian has created unique problems, and one of the outcomes is an increase in suicide and other self-destructive behavior. It was within this context that the National Institute of Mental Health and the Division of Indian Health (now Indian Health Service) worked cooperatively to sponsor the workshops at which the following papers (reproduced in the document) were presented: "-Suicide in the United States," "Self-Destructive Behavior in Adolescents and Adults: Similarities and Differences," "Two Types of Suicidal Behavior," "Planning for Suicide Prevention," "-Mental Health Services in a Sparsely Populated Area: A Necessary Complement to a Suicide Prevention Program," "Suicide and Self-Destructive Behavior in the Oglala Sioux: Some Clinical Aspects and Community Approaches," and "Suicide and Self-Destructive Behavior on the Cheyenne River Reservation." (BO)

ED 054 908 RC 005 586
Salazar, Ruben
Stranger in One's Land.
Commission on Civil Rights, Washington, D.C.
Report No—CCRC-19
Pub Date May 70
Note—52p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Braceros, *Civil Rights, *Culture Conflict, Dropout Problems, *Economic Disadvantagement, *Educational Disadvantagement, Employment, Intelligence Tests, Language Handicaps, Legal Problems, *Mexican Americans, Migrant Education, Socioeconomic Influences, Test Bias
Identifiers—Southwest
An account of the hearing held by the U.S. Commission on Civil Rights on the Mexican American community's problems with civil rights, this report does not necessarily represent the views of the Commission but is published to stimulate public interest in the problems confronting Mexican Americans. For nearly 6 months prior to the hearing (held in San Antonio, Texas, in December 1968), staff members laid the groundwork with a field representative in San Antonio for coordination of onsite activities. Some 1000 persons were interviewed; data were collected and analyzed; and nearly 80 persons--from barrio residents to state officials, businessmen to farmworkers, students to school superintendents--were requested to speak under subpoena. Clergymen, law enforcement officials, and 3 Mexican American families also testified. Major areas explored were employment, education, the administration of justice, housing, and political representation. "The total picture of economic deprivation, of relegation to the meanest employment, of educational suppression, and of restricted opportunity in almost every phase of life unfolded." (BO)

ED 054 909 RC 005 623
Howard, John R. And Others
Awakening Minorities: American Indians, Mexican Americans, Puerto Ricans.
Pub Date 70
Note—189p.
Available from—Aldine Publishing Company, 529 S. Wabash Ave., Chicago, Illinois 60605 ($5.95; paperback $2.45)
Document Not Available from EDRS.
Descriptors—*American Indians, Cultural Awareness, *Essays, *Mexican Americans, *Puerto Ricans, Social Sciences, *Supplementary Reading Materials
As noted in the Preface, social scientists are entering a period of shared realization that the United States is in a crucial period of transition. "Trans-action" magazine, a pioneer in social programs for changing the society, has dedicated itself for 7 years to the task of reporting the strains and conflicts within the American system and has published a series of books consisting of articles that originally appeared in the magazine. The series deals with social changes such as organizational life-styles, concepts of human ability and intelligence, changing patterns of norms and morals, and the relationship of social conditions to physical and biological environments. As one in the series, this book contains 5 essays on American Indians, 2 on Mexican Americans, and 4 on Puerto Ricans. (JB)

ED 054 910 RC 005 624
Gabrielsen, M. Alexander Holtzer, Charles
The Role of Outdoor Education.
Pub Date 65
Note—117p.
Available from—Center for Applied Research in Education, Inc., 70 Fifth Avenue, New York, New York 10011 ($3.95)
Document Not Available from EDRS.
Descriptors—*Activities, *Conservation Education, *Curriculum Development, Leadership Training, *Outdoor Education, *Program Development, Programs, Projects, Resources
Written to assist those responsible for school programs in outdoor education, this book concerns itself with curriculum, resources, leadership, and activities and projects in outdoor education. Relying on current theories and practices, this work suggests areas in which research and testing need to be done. Major divisions of the book are Outdoor Education and American Education, The Nature of Outdoor Education Programs, Outdoor Education and the School Curriculum, Resources for Outdoor Education, Preparing Leadership for Outdoor Education, Initiating an Outdoor Education Program, Outdoor Education Activities and Projects, Bibliography (81 references), an appendix (Sources of Information: Federal Agencies, State Agencies, and Private Organizations), and a subject index. (MJB)

RE

ED 054 911 RE 003 742
Dolan, Sister Mary Edward
Secondary Developmental Reading Programs--Are They Feasible?
Pub Date 23 Apr 71
Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developmental Reading, Individualized Reading, *Reading Programs, Reading Research, Schools of Education, *Secondary Grades, Teacher Education
Current trends in secondary developmental reading programs have been encouraging. Research on the components of such reading programs is being done, and the results of this research are being communicated to teachers in secondary schools. Education programs in colleges and universities are becoming involved with the local school systems and their problems, thus insuring realistic preservice training for beginning teachers and up-dating the content and practice of veteran teachers. Individualized performance-based instruction in which students work at their own rate on specific instructional objectives is being implemented in secondary schools. The trends seem to suggest that, although serious problems have hampered their development and/or implementation in the past, secondary developmental reading programs are indeed feasible. References are included. (AL)

ED 054 912 RE 003 802
Rosner, Jerome
Perceptual Issues in Reading.
Pub Date Jul 71
Note—11p.; Paper presented at the Annual Conference on Reading, University of Pittsburgh, July, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Perception, Conference Reports, Early Experience, Perception Tests, *Perceptual Development, *Reading Development, Reading Processes, Reading Readiness, *Visual Perception
Perception has become an important term in recent literature on reading problems and their solutions. However, the relationship between perception and reading has not been clarified. Tests of visual perception often focus on skills such as copying geometric designs which have little or nothing to do with reading skills or readiness. Researchers have investigated the use of auditory analysis skills tests in predicting reading abilities. The purpose of these tests is to show whether the child is able to sort out and organize sounds in words. Data has indicated that the auditory analysis tests were a good predictor of reading skills in first-grade children. Since the development of perceptual skills occurs primarily in early childhood, different sociological backgrounds will provide different perceptual experiences for the preschool child. And because reading success is dependent on a child's familiarity with Standard English sounds, exposure to such sounds should be a part of early school training preparing the child to read. (AL)

ED 054 913 RE 003 805
English and Federal Government. Federal Textbook on Citizenship--Home Study Course. Section 2, for the Helper.
Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
Pub Date 70
Note—104p.; Revised 1970
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Citizenship, Civil Rights, *Democracy, Governmental Structure, *Immigrants, Language Development, *Reading Materials, *Self Help Programs, Student Evaluation, Vocabulary Development

Course arrangement, specific helper instructions, and terminology are covered in this helper's handbook for home study candidates for naturalization who speak English to learn to read and write English. It is intended to be used to give a limited amount of help provided by a family member or neighbor, and accompanies the booklet "English and Federal Government--For the Student (Section II)." The 29 lessons teach vocabulary necessary to understanding representative democracy, freedoms and rights, the Constitution, and the three branches of United States government. Examinations included at the end of the text are to be sent in, with helper evaluations, to the correspondence teacher for the Immigration and Naturalization Service. (BM)

ED 054 914 RE 003 806

Esposito, Marietta Lee

Role of Immediate Recall in Selected Comprehension Tests at the Junior High Level.

Pub Date Jun 71

Note—64p.; Doctoral dissertation submitted to Rutgers, The State University of New Jersey

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, Comprehension, *Correlation, Doctoral Theses, *Group Intelligence Tests, Intelligence Tests, *Junior High School Students, *Reading Comprehension, *Reading Research, Reading Tests, Recall (Psychological), Remedial Reading

An investigation was made to determine (1) if different reading comprehension subtests measure the same facets of comprehension, (2) what proportion of variance is accounted for in scores if verbal comprehension is partialed out, and (3) how highly group intelligence test scores correlate with comprehension tests which require immediate recall and those that do not. Forty seventh-grade remedial reading students were given the Spache Reading Scales and the Triggs Diagnostic Reading Test. Lorge-Thorndike group intelligence test scores were intercorrelated with the comprehension scores. Of the ten intercorrelations among the four comprehension subtests and IQ scores, four were significant at the .05 level or greater. The range of the partial correlations was from -.21 to .15. The variance accounted for by verbal comprehension ranged from -.04 to .03; other factors accounted for variation from .01 to .20. Triggs and IQ scores correlated highly at .50, but since a .39 correlation between IQ and Spache silent scores which demand immediate recall was also found, it was concluded that the third question was not satisfactorily answered. Suggestions for changes in the research design, a bibliography, appendixes, tables, and copies of the test are included. (BM)

ED 054 915 RE 003 807

Mayo, Jean

Two Techniques of Teaching Auditory Blending Skills to Kindergarten Children.

Pub Date [71]

Note—61p.; Summary of a doctoral dissertation presented to the University of Colorado

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Auditory Perception, *Auditory Training, Early Childhood Education, *Kindergarten Children, Linguistics, *Phonics, *Programed Instruction, Reading Development, Reading Instruction, *Reading Research

Results of an experiment testing two programed sequences designed to increase auditory blending ability are reported. Subjects were 117 randomly selected kindergarten children who were divided into three groups. The first group received 18 programed training sequences utilizing a phonics approach, the second group received 18 programed training sequences utilizing a linguistics approach, and the control group was told 18 narratives of an appropriate level. Results of a constructed criterion test of auditory blending ability indicated that children in both the experimental groups did significantly better than those in the control group, but that there was no significant difference between the effects of the phonics and linguistic approaches. These results suggest that auditory blending skills can be taught effectively to kindergarten aged children and that neither the phonics nor linguistic approach is superior for such training. Suggestions for further research on auditory blending skills development and its relationship to other reading skills are made. Tables and references are included. (AL)

ED 054 916 RE 003 820

Moyle, Donald Moyle, Louise M.

Modern Innovations in the Teaching of Reading.

Pub Date 71

Note—102p.

Available from—University of London Press Ltd, St. Paul's House, Warwick Lane, London EC4P 4AH, England (75 pence)

Document Not Available from EDRS.

Descriptors—Basic Reading, Initial Teaching Alphabet, Language Experience Approach, Programed Materials, *Reading Instruction, *Reading Materials, *Reading Programs, Teaching Machines, *Teaching Methods

Recent approaches and techniques of teaching reading are surveyed in this monograph in a series of the United Kingdom Reading Association. Books, kits, programed learning packages, and reading hardware such as tapes, typewriters, and films are described and evaluated for their usefulness to the classroom teacher. Four major philosophies of reading and the specific materials associated with them are presented: (1) whole word methods, (2) medium modification and cueing techniques, (3) phonic and linguistic approaches, and (4) the laboratory approach. A bibliography and lists of publishers and materials discussed are included. (AL)

ED 054 917 RE 003 821

Smith, Carl B. Farr, Roger

Evaluation Training: Simulation Exercises.

Indiana Univ., Bloomington. Measurement and Evaluation Center in Reading Education.

Pub Date 71

Note—98p.; Second Edition

Available from—Reading Program, School of Education, Indiana University, 202 Pine Hall, Bloomington, Indiana 47401 ($4.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conceptual Schemes, *Evaluation, Evaluation Techniques, *Instructional Materials, Models, *Program Evaluation, *Reading Programs, *Simulation, Teacher Education

The preparation of this simulation material package is guided by the concept of an evaluator as a decision-maker, based on the definition of evaluation as a continuous assessment concerned with answering decision-making questions. The continuous concept of evaluation is based on the model created by Egon Guba and Daniel Stufflebeam, named by its acronym CIPP--context, input, process, and product evaluation. Sections are devoted to describe and explain the CIPP evaluation model. The intent of this evaluation game is to provide an instructional tool for applying the concept of continuous evaluation to a reading program. Its specific goal is to teach the participant to use one evaluation model as a guide to knowing what to do and what to decide. The materials describe a school system that hires an evaluator who must help conceive a reading program as well as assess it. The incidents described try to simulate actual school situations. There are three kinds of pages in this simulation game, each marked by a different color: white pages carry descriptions of situations, green pages are response sheets, and pink pages carry the "omniscient comments" or answers proposed by the authors. (AW)

ED 054 918 RE 003 822

Roeder, Harold H. And Others

Elementary Education: A National Summary of Required Methods and General Education Courses.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Pub Date 71

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Childrens Books, Elementary School Teachers, Language Arts, *Methods Courses, *National Surveys, Questionnaires, *Reading Instruction, *Teacher Education

In this investigation to ascertain how many colleges and universities throughout the United States require prospective elementary teachers to complete a course in the teaching of reading, a questionnaire was sent to the president of each of 940 institutions. Of 916 responses received, 860 were used for data analysis. Approximately 89 percent of the surveyed institutions require a course in the teaching of reading. The teaching of reading is combined with another methods course, usually language arts, in 16.6 percent of the schools. About 3 percent offer highly specialized courses in reading, such as "Reading for Urban Teachers" and "Diagnosis for Classroom Teachers." It was also found that over 83 percent of the institutions require a course in language arts, that 19.4 percent do not require a course in children's literature, and that approximately 58 percent do not require a course in tests and measurements. The author concluded that although the colleges and universities surveyed were attempting to prepare elementary teachers to teach reading, they had not gone far enough in this attempt. Summary tables for national and state findings and references are included. (AW)

ED 054 919 RE 003 845

Caukins, Sivan E. And Others

Investigation of Proprioceptor Stimulation.

Evangelistic Church of Christian Dynamics, Long Beach, Calif.

Pub Date Feb 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Basic Reading, Beginning Reading, *Grade 1, Learning Processes, Motor Development, *Multisensory Learning, Nonverbal Learning, Perceptual Motor Learning, Psychomotor Skills, *Reading Instruction, *Research Proposals, Sex (Characteristics), *Sex Differences, Stimulus Behavior

A research proposal to study the effect of multisensory teaching methods in first-grade reading is presented. The focus is on sex differences in learning and in multisensory approaches to teaching. The project will involve 10 experimental and 10 control first-grade classes in several Southern California schools. Both groups will be given IQ, readiness, and nonverbal personality tests at the beginning of the school year. The experimental classes will be taught reading with a multisensory (look-say-hear-trace-write) approach while the control classes will learn reading with the more traditional visual basal reader approach. At the end of the school year all students will be tested on the California Achievement Test, Primary Battery to measure their reading achievement. The experimental and control groups will be compared on reading achievement and on various emotional adjustment factors, and this data will be analyzed. Included in the proposal are a dissertation abstract and two articles on proprioceptor stimulation by the project director. Data on budgeting and a bibliography are included. (AL)

ED 054 920 RE 003 846

Caukins, Sivan E.

Why Johnny Can't Learn to Read, or Sex Differences in Education.

Pub Date Jan 70

Note—152p.; Dissertation submitted to San Gabriel University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Doctoral Theses, Elementary Education, *Learning Modalities, *Learning Processes, *Multisensory Learning, Nonverbal Learning, Perceptual Motor Learning, *Sex (Characteristics), *Sex Differences, Sexuality, Stimulus Behavior

Beginning with the observation that sex differences affecting the learning process have largely been ignored in our schools, this dissertation reviews literature on the differences in learning characteristics of boys and girls and proposes a proprioceptor stimulation or multisensory approach of teaching. The author maintains that kinesthetic methods are more appropriate for teaching boys than the visual-auditory approach used for both boys and girls now. By presenting data from various studies which indicate that the larger numbers of juvenile delinquents and retarded readers in elementary grades are boys, the author argues that boys are being feminized by our current educational system. It is further stated that proprioceptor functions, related to motor patterns controlled in the lower brain centers, can act to (1) destroy previous learning; (2) rebuild capacity in the integrative process where brain tissue has been destroyed; (3) develop perceptual abilities as in the case of nonreaders; (4) incorporate individuals, groups, objects, and locations as extensions of ourselves; (5) circumvent higher brain functions; and (6) distort integrative functions resulting in emotional and behavioral problems. A bibliography is included. (AL)

ED 054 921 24 RE 003 873
Waugh, Ruth
Modality Preference as a Function of Reading Achievement.
Oregon Univ., Eugene. Dept. of Special Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-I-079
Pub Date Aug 71
Grant—OEG-X-71-0009(057)
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Aural Learning, Grade 2, Individual Differences, *Learning Modalities, Memory, *Reading Achievement, *Reading Research, Teaching Methods, *Visual Learning, Visual Perception, Word Recognition

One hundred and sixty-six second graders were administered the Illinois Test of Psycholinguistic Abilities (ITPA) and a visual and auditory memory test. Intraindividual discrepancies between a child's performance on comparable visual and auditory measures served to identify him as a visual or an auditory learner. Significantly more 5-year-old children exhibited a visual modality preference; at 7 years of age, the reverse was true. All children responded to four instructional procedures, two of which elicited simple visual and auditory recall, while the other two elicited more complex procedures in word recognition. When auditory subjects were compared to the visual subjects on performance, it was found that the former did significantly better ($p<.05$) than the latter on both visual and auditory recall tasks. No differences were noted on the more complex tasks. Longitudinal data of the ITPA were available for 39 of the subjects, and stability coefficients for a 6-months and a 26-months period were computed for each subtest. Coefficients for the 6-months period were found to be relatively stable, but for the 26-months period failed to show stability. Recommendations for instructional theories and practices are made, and suggestions for future research are given. Lists of words used in the study's instructional procedure and memory tests, score sheets, tables, and a bibliography are included. (AW)

ED 054 922 24 RE 003 875
Corder, Reginald
The Information Base for Reading: A Critical Review of the Information Base for Current Assumptions Regarding the Status of Instruction and Achievement in Reading in the United States.
Educational Testing Service, Berkeley, Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-9031
Pub Date 71
Contract—OEC-0-70-4792(508)
Note—392p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Literacy, Literature Reviews, *National Surveys, *Reading Achievement, *Reading Instruction, Reading Materials, Reading Processes, *Reading Research, Research Methodology, Research Projects, *Research Reviews (Publications), Teacher Education, Teaching Methods, Teaching Models

The final report of a project designed to review that status of reading achievement, instruction, and teacher education represents the results of a wide literature search covering the years 1960-70. A search of the ERIC system was supplemented by use of general and specialized references. Documents dealing with the subjects of literacy, instructional methods and materials, and teacher education were analyzed using the Gephart Covergence Technique and summarized for this report. Conclusions from the project were (1) that improvement in reading achievement is still needed for the general population, (2) that methods of teaching reading currently in use do not vary much in their effectiveness, (3) that no broadly accepted model for reading methods is available, and (4) that a comprehensive synthesis of research findings in reading is not possible at this time. Appendixes contain forms used for analysis and tables of results. Also included is a bibliography of approximately 1,800 items, all of which were reviewed for the project. (MS)

SE

ED 054 923 SE 008 936
Scannicchio, Thomas Henry
Student Achievement in College Calculus, Louisiana State University 1967-1968.
Pub Date 69
Note—146p.
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-17127 M-$3.00 X-$7.00)
Document Not Available from EDRS.
Descriptors—*Achievement, Calculus, *College Mathematics, *Doctoral Theses, Educational Background, *Grade Prediction, Mathematics, *Research

An investigation of freshmen achievement in an introductory calculus course was performed on the basis of high school mathematics background to find predictors of college calculus grades. Overall high school academic achievement, overall high school mathematics achievement, number of high school mathematics units, pattern of college preparatory mathematics, and standardized test scores constituted data for the 314 students involved in the study. Findings revealed that the two factors considered most useful as predictors of college calculus grades were overall high school academic and mathematics achievement. Students in general achieved at least one letter grade lower in college calculus than in overall high school academic and mathematics achievement. (JG)

ED 054 924 SE 008 952
Khimich, G. And Others
The Engineer, What Should He Be Like.
Pub Date Feb 68
Note—7p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-679 388)
Document Not Available from EDRS.
Descriptors—Educational Programs, *Engineering Education, Engineers, Industrial Training, *Inplant Programs, Inservice Education, *Russian, Technical Education

The article considers the problems of the technical competence of the engineering staff in industrial enterprises in Russia. The lack of adequately trained engineers has resulted in many negative effects on the quality and quantity of production. It is suggested that the larger industries should establish strong in-house training and educational programs which are comparable to the higher educational institutions, but oriented to the special requirements of the particular industry. (Author/TS)

ED 054 925 SE 009 936
Phillips, Richard A. Gehrz, Robert D.
Laser Mode Structure Experiments for Undergraduate Laboratories.
Minnesota Univ., Minneapolis.
Pub Date Oct 69
Note—7p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-708 361)
Document Not Available from EDRS.
Descriptors—*College Science, Instructional Materials, *Laboratory Experiments, *Lasers, *Physics, Science Activities

Experiments dealing with laser mode structure are presented which are suitable for an upper division undergraduate laboratory. The theory of cavity modes is summarized. The mode structure of the radiation from a helium-neon laser is measured by using a photodiode detector and spectrum analyzer to detect intermode beating. Off-axial modes can be visually detected in the expanded laser beam and their presence correlated with signals displayed on the spectrum analyzer in agreement with the theory. (Author/TS)

ED 054 926 SE 010 947
Shanks, James Louis
Concept Achievement in Science and Its Relationship to Some Non-Intellectual Characteristics of Prospective Elementary Teachers.
Pub Date 69
Note—278p.; Ph.D. dissertation, University of California, Berkeley
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-12998 M-$4.00 X-$12.60)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Concept Formation, Doctoral Theses, *Elementary School Science, *Elementary School Teachers, *Preservice Education, Research, Teacher Attitudes, *Teacher Characteristics, Teacher Education

This study focuses on two major factors which predict success in science teaching, knowledge of the subject matter and the teacher's "teaching personality." The purpose of this study was to identify these influential characteristics which affect concept acquisition, while determining their relationships with the major projected patterns of teaching behavior. The samples for this study were females in an elementary science methods course. The subjects received instruments measuring acquisition of science concepts, cognitive style, personality traits, intelligence, comparative interests of elementary teachers, and teacher characteristics. The results revealed that high achievers of concepts of science demonstrated an analytical cognitive style, were described as goal oriented, self-directed women with a firmness of character and above average intelligence, but produced the lowest scores on the Elementary Teacher Scale of the Strong Vocational Interest Blank (SVIB). These women were seen as being impatient, stubborn, demanding, imaginative, and more emotionally insecure than the comparative group via SVIB. Those women who were low achievers of concepts of science demonstrated a non-analytical cognitive style, were described as lacking in self discipline and self-confidence that might have put their average intelligence to better use, but via SVIB were characterized as serious, sincere, industrious, responsible women manifesting a conservative life style. (Author/CT)

ED 054 927 SE 011 306
Maben, Jerrold William
How Far a Star. A Supplement in Space Oriented Concepts for Science and Mathematics Curricula for Intermediate Grades.
National Aeronautics and Space Administration, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aerospace Technology, *Astronomy, Instructional Materials, *Intermediate Grades, *Mathematics, Measurement, Resource Materials, *Science Activities, Scientific Principles

Space science-oriented concepts and suggested activities are presented for intermediate grade teachers of science and mathematics in a book designed to help bring applications of space-oriented mathematics into the classroom. Concepts and activities are considered in these areas: methods of keeping time (historically); measurement as related to time, distance, and astronomy, including lunar photographs and measurement activities; communication in space, sound, and satellites; measuring the atmosphere; and measuring and interpreting the light from stars. A glossary of space terms, an aerospace bibliography, and a subject index are included. (PR)

ED 054 928 SE 011 327
Kolb, Haven, Ed.
Science Grade 7: A Search for Structure. (Teacher's Manual and 4 Student Manuals.)
Baltimore County Board of Education, Towson, Md.
Pub Date 69
Note—800p.
Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($15.00)
Document Not Available from EDRS.
Descriptors—Conceptual Schemes, *Grade 7, Instructional Materials, *Laboratory Experiments, Laboratory Manuals, Program Descriptions, *Science Activities, Scientific Methodology, *Skill Development, *Teaching Guides

Included in this set are the teacher's guide and the four student laboratory manuals for the seventh grade science program, "A Search For Structure." The program has three phases, each consisting of student-centered, investigative activities. There are two subject area options in phase one: option A, Rocks and Minerals; and option B, Insects. The primary purpose of phase one is the development of science processes and skills, including observing, classifying, measuring,

inferring, predicting, interpreting, hypothesizing, etc. In phase two, "Developing a Model of Matter," students observe the behavior of matter as a basis for developing a model. In phase three, "Living Structures," investigations relate to human body functions and processes. The teacher's manual provides process objectives for each investigation. The manual also includes suggested "assessment tasks" to assist teachers in the evaluation of student progress in attaining the behavioral objectives. The program has been organized on the conceptual scheme basis developed by the National Science Teachers Association (NSTA) Curriculum Committee. The appendices in the teacher's manual include conceptual schemes, behavioral objectives developed by NSTA, a list of behavioral verbs, and other information. The activity format in the student manuals consists of a brief introductory statement, materials, procedure and interpretations. (PR)

ED 054 929 SE 011 349

Showalter, Victor M.

Elementary Scool Sieens, Giedliens for the Seventis (Elementary School Science, Guidelines for the Seventies).

Educational Research Council of America, Cleveland, Ohio.

Pub Date Jan 71

Note—20p.; ERC Papers in Science Education Number 16

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Administrator Role, Behavioral Objectives, *Educational Objectives, *Elementary School Science, Instructional Materials, Science Education, Teacher Education, *Teaching Procedures

Policy statements are made to assist groups of teachers in making a self-study of their elementary science programs in light of new ideas and developments. Suggestions include: stating explicit and concrete objectives; selecting instructional materials to give students a first-hand experience to maximize opportunities for them to ask questions, gather data, make interpretations of data, and then formulate reasoned answers to their questions; instructing teachers in writing student-centered objectives; acquainting teachers with new program materials; allocating time for science instruction on a regular basis; having administrators make materials available to teachers; making provision for help by teacher aides; providing leadership and encouragement to teachers in trying new approaches to science instruction; and evaluating learning in direct relation to the objectives established. Many bibliographical references are given to facilitate understanding and to give examples of suggestions made. (JG)

ED 054 930 SE 011 369

Hill, Philip G.

Directory of Facilities. Development Activities in the Marine Environment of the Coastal Plains Region.

Coastal Plains Center for Marine Development Services, Washington, D.C.

Report No—Publ-71-1

Pub Date Mar 71

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, Earth Science, *Environment, *Environmental Research, Equipment, *Facilities, *Oceanology, Personnel

Described in this directory are marine activities on the coasts of North Carolina, South Carolina, and Georgia, and the adjacent offshore area, known administratively as the Coastal Plains Region. The facilities for each state are described within these categories: educational institutions, state agencies, federal agencies, and industrial organizations. There are nearly 60 entries with the following information provided with each: senior official, scientific staff (by disciplines), major interests, primary research disciplines, primary services, financial sponsorship, shore laboratory facilities and equipment, research vessels and instrumentation, availability of facilities for use by non-organizational individuals, individuals to contact for use of facilities, publications, and available reference materials. (PR)

ED 054 931 SE 011 370

Mecca, Christyna E.

Directory of Personnel in Research, Technology, Education, Administration and Management. Development Activities in the Marine Environment of the Coastal Plains Region.

Coastal Plains Center for Marine Development Services, Washington, D.C.

Report No—Publ-70-1

Pub Date Aug 70

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, Earth Science, *Environment, *Oceanology, *Personnel, *Scientific Personnel

Listed in this directory are individuals concerned currently with marine activities on the coasts of North Carolina, South Carolina, and Georgia, and the adjacent offshore area, known administratively as the Coastal Plains Region. The categories for the listings include educational institutions, state and county agencies, and federal agencies. The field of interest and competence of listed individuals are identified. The Directory concentrates on specialists in technical fields, but also names individuals in advisory and regulatory bodies in the three States concerned with marine and coastal zone problems. An alphabetical index of personnel is also provided. (Author/PR)

ED 054 932 SE 012 088

Index to the Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date [71]

Note—40p.

Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Atomic Theory, *Government Publications, *Indexes (Locaters), *Nuclear Physics, Physical Sciences, *Secondary School Science

This index was prepared for the set of 51 booklets in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school students and their teachers. In addition to the index, a complete list of the series is provided in which the booklets are grouped into the categories of physics, chemistry, biology, nuclear reactors, the environment, and general interest. This listing also indicates if a booklet is advanced (A) or easy (E). The foreign language editions are included in a list of nine booklets available in French and of the 15 available in Spanish. (PR)

ED 054 933 SE 012 317

Wood, Roger L.

University Education Student's Understanding of the Nature and Processes of Science. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—WSU-CORD-51

Bureau No—BR-6-2728-51

Pub Date Feb 70

Grant—OEG-3-6-062728-2129

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Concept Formation, *Educational Research, *Preservice Education, Science Education, *Scientific Enterprise, *Student Attitudes, Teacher Education

This study examined the concept of the nature and processes of science held by college students in both elementary and secondary education as measured by the Wisconsin Inventory of Science Processes (WISP). Secondary science education students scored significantly higher than students enrolled in primary or intermediate education. The difference between the means of the secondary science students and the primary and intermediate groups was statistically significant at greater than 0.01, supporting the premise that secondary education students majoring in science do possess more understanding of the nature and processes of science, as measured by the WISP. Little relationship was identified between sex, number of university science courses and years of high school science and knowledge of the nature and processes of science. A relationship between the average grade of science courses taken at the university level and the WISP score was significant at the .01 level. Three areas (scientific observations, experimentation, and communication of scientific knowledge) seemed to be well understood by over 90 per cent of the students. (BB)

ED 054 934 SE 012 318

Thoyre, Henry Howard

A Pilot Study on the Use of Small-Group Discussion in a Mathematics Course for Preservice Elementary School Teachers. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-44

Pub Date May 70

Grant—OEG-3-6-062728-2129

Note—170p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—College Mathematics, Discussion (Teaching Technique), *Elementary School Teachers, *Group Discussion, *Mathematics Education, *Preservice Education, Research, Small Group Instruction, *Teacher Education, Teaching Techniques

Reported are the results of an investigation of the effects of small-group discussions in mathematics classes for preservice elementary school teachers. The content of the course included modern algebraic and geometric concepts. Both classes were taught by the same instructor and studied from the same set of understanding of the interdependence of all segments of the total environment. allotment: review lecture (5 minutes), class discussion (10 minutes), new material lecture (10 minutes), and class discussion (25 minutes). The "small-group" class used this allotment: review and new material lecture (10 minutes), small-group discussion (30 minutes), and class discussion (10 minutes). The size of the discussion groups alternated weekly between three and four students. Group composition was randomly determined. Group leadership was rotated daily. The following measures were analyzed: (1) computational skills, (2) achievement on examinations of independent reading ability in mathematics, (3) attitude toward mathematics, and (4) overall course achievement. The differences which were analyzed and found to be significant included: (1) the post-test measure of computational skills for the small-group class was better (.05) than the pretest measure, (2) the independent reading measure for the upper half of the small-group was better (.01) than that of the upper half of the lecture class. Other differences found between criterion measures were not significant. (Author/RS)

ED 054 935 SE 012 324

A State Plan for Environmental Education.

Washington State Office of Public Instruction, Olympia.

Pub Date [71]

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Educational Coordination, Educational Programs, *Environmental Education, *Master Plans, *Statewide Planning

Reflected in this plan is the commitment to a comprehensive approach to environmental education by the Washington State Office of Public Instruction. It was developed with the philosophy that rational decisions regarding environmental management can be expected only when the general public acquires an understanding of the interdependence of all segments of the total environment. The need for and status of environmental education are explored along with the goals, objectives, and organizational scheme necessary for carefully planned educational programs. Activities allowing involvement and participation by students, educators, resource people, community individuals and organizations, industry, educational institutions, governmental agencies, the legislature, and Congress are outlined. Also, the plan provides for staff development, curriculum development, selection and production of resources (people, places, and media), and evaluation of both environmental education and the state plan itself. (BL)

ED 054 936 SE 012 325

Fuller, Julia M., Ed.

Descriptive Statistics for the Health Professions. Guide: Computation, Arithmetic Mean.

Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control.
Pub Date 71
Note—76p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402, ($0.70-Stock Number 1723-0049)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Occupations Education, *Instructional Materials, Mathematical Models, *Mathematics, Professional Training, *Programed Instruction, Statistical Data, *Statistics, Study Guides

This booklet is a programmed self-instructional guide for the computation of arithmetic mean. Developed to serve the needs of public health professionals, it is not an exhaustive or technical treatment of statistics. It is limited, first, to descriptive statistics (tables, graphs, descriptive ratios, measures of central tendency, and measures of dispersion) and, second, to those concepts and techniques most needed by health professionals working routinely with basic statistical data. Intended primarily for public health nurses and sanitarians with a college degree or its equivalent, the guide is designed to be used when the need to compute and use the arithmetic mean arises. Several computational procedures for finding the arithmetic mean are provided, each with accompanying step-by-step examples. These include procedures for: ungrouped, discrete data; ungrouped continuous data; grouped (single value), discrete data; grouped (interval), discrete data; grouped (single value), continuous data; grouped (interval), continuous data (rounded); and grouped (interval), continuous data (non-rounded). Also presented is a condensed, simplified reference to selecting the correct computational procedure when the proper procedure to use is not known. (BL)

ED 054 937 SE 012 326
Statistical Training Programs by the U.S. Bureau of the Census, September 1971 to August 1972.
Agency for International Development (Dept. of State), Washington, D.C.; Bureau of the Census (DOC), Suitland, Md.
Pub Date 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Mathematics, Demography, *Educational Programs, *Instruction, *International Programs, Mathematics, *Mathematics Education, Statistical Analysis, *Statistics

Described and announced are the 1971-1972 Bureau of the Census training programs for foreign statisticians. Programs lasting 11 months are offered in these areas: (1) population statistics and demographic analysis, (2) sampling and survey methods, (3) agricultural surveys and censuses, (4) economic surveys and censuses, and (5) data processing. The objectives of the program are a) to train statisticians and technicians in the variety of skills needed to plan and carry out specified statistical activities, and b) to train these persons to assist others in developing similar skills. Each program includes classroom instruction, seminars, workshops, field demonstrations, and special projects. Specific program descriptions and a complete list of courses, laboratories and workshops are given. (Author/RS)

ED 054 938 SE 012 330
King, Pat Landahl, John
Population.
Washington State Office of Public Instruction, Olympia.
Pub Date 71
Note—44p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Demography, *Environmental Education, *Fundamental Concepts, *Instructional Materials, Learning Activities, *Population Growth, Resource Materials, Student Projects, *Teaching Guides

This pamphlet has been prepared in response to a new problem, a rapidly increasing population, and a new need, population education. It is designed to help teachers provide their students with some basic population concepts with stress placed on the elements of decision making. In the first section of the pamphlet, some of the basic concepts of population study are presented. These include populations, growth rates, birth and death rates, doubling time, migration, age structure, population projections, carrying capacity, and natural regulations. It is felt that a general understanding of these basic concepts is more important than assimilation of specific items of information, since such understanding allows the working out of answers to a broad range of specific questions. Following this section, a brief overview of the World, United States, and Washington state population growth is provided. Also outlined are ramifications of population growth and some ways populations are reduced. Finally, the sample teaching-learning activities illustrate the wide range of possibilities for weaving population study into the total curriculum. A tear out section for student use requiring decision making skills, and a bibliography of books, teaching materials, films, and games are included. (BL)

ED 054 939 SE 012 331
COPES (Conceptually Oriented Program in Elementary Science), March 1971.
New York Univ., N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Curriculum Development, Elementary School Curriculum, *Elementary School Science, Instructional Design, Pamphlets, Science Curriculum

This 15 page booklet describes the Conceptually Oriented Program in Elementary Science (COPES). Problems encountered in science education are stated and the rationale for the conceptual schemes approach is developed to solve these problems. The purpose, objectives, and concepts of the COPES program are defined. The five main conceptual schemes upon which COPES is based are: (1) The Structural Units of the Universe; (2) Interaction and Change; (3) The Conservation of Energy; (4) The Degradation of Energy; and (5) The Statistical View of Nature. The Conservation of Energy concept is more fully developed as an example of the program. A list of staff and advisory committee members is included. (BB)

ED 054 940 SE 012 332
The Population Council Annual Report 1970.
Population Council, New York, N.Y.
Pub Date 71
Note—175p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annual Reports, *Demography, Developing Nations, Family Planning, *Population Trends, Program Descriptions

Activities and accomplishments of the Population Council for 1970 are presented in this record. A Presidential Report introduces the account followed by division summaries for the demographic, bio-medical, and technical assistance divisions. The publications program is explained and fellowship awards in the three divisional areas are itemized by country and researcher. Grants and authorizations, financial statements, and a list of trustees, officers, and staff complete the report. (BL)

ED 054 941 SE 012 334
Historical Topics in Algebra.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 71
Note—81p.; Reprint from Thirty-first Yearbook of the NCTM, p233-332
Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Algebra, Enrichment, *History, *Instructional Materials, *Mathematical Concepts, Mathematics, *Secondary School Mathematics

This is a reprint of the historical capsules dealing with algebra from the 31st Yearbook of NCTM,"Historical Topics for the Mathematics Classroom." Included are such themes as the change from a geometric to an algebraic solution of problems, the development of algebraic symbolism, the algebraic contributions of different countries, the origin and development of topics in algebra, and the search for generality and abstract structures. (Author/JG)

ED 054 942 SE 012 335
REACTS 1971, Regional Educators Annual Chemistry Teaching Symposium.
Maryland Univ., College Park. Dept. of Chemistry.
Pub Date Jan 71
Note—301p.; Proceedings of the REACTS Annual Professional Day for Chemistry Teachers (2nd, University of Maryland, January 13, 1971)
Available from—REACTS, University of Maryland, Department of Chemistry, College Park, Maryland 20742 ($3.00)
Document Not Available from EDRS.
Descriptors—*Chemistry, College Science, Conference Reports, *Secondary School Science, *Symposia, Teacher Education

These proceedings of a second annual symposium hosted by the Chemistry Department of the University of Maryland contain the tests of addresses given to approximately 300 chemistry teachers. A brief description of the University of Maryland Teaching Associate Program is given. Included are papers on the uses of chemistry during the Civil War, chemical kinetics and air pollution, crustal disturbances in the ocean floor, the effects and use of chemicals in the sexual behavior of insects, lipids in oysters, the reactions of positronium and antimatter chemistry, flourescence and luminescence in the study of the environment, the use of electronic equipment in chemistry laboratories, organosilicon chemistry, the chemistry of the solar system including meteorites and the moon, and the transuranium elements. A paper entitled "Humanization and the Process of Education" is also included. A program of the symposium, list of participants, and a list of the University of Maryland Department of Chemistry faculty, teaching assistants, and teaching associates conclude this illustrated volume. (TS)

ED 054 943 SE 012 344
Council of Europe News-Letter 2/71.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Adult Education, Apprenticeships, *Correspondence Courses, *Educational Policy, *Higher Education, *International Education, Laws, Newsletters
Identifiers—Europe

This edition contains short notes on the educational developments in many European countries. Reports written in English concern the present state of advanced studies in the Soviet Union; an Austrian bill on pilot projects for school reform; a development plan for post-secondary education in Denmark; the debate on the reform of university administration in Finland; a bill on post-graduate scholarships and an account of difficulties in long-term educational planning in Germany; the debate on Irish community schools; Dutch planning for post-secondary education; a Scandinavian treaty for educational, scientific, and cultural cooperation; Swedish educational research and development; and British educational policy and educational technology organization. Articles in French concern continuing education; Belgian laws on scholarly reform and university administration; apprenticeship, correspondence study; private study and the formation of specialist groups in France; an Italian five-year plan for teaching reform; and cooperation between the Swiss Federal and Canton governments in education. (AL)

ED 054 944 SE 012 361
Harvard Project Physics Newsletter 10. The Project Physics Course, Text.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Newsletters, *Physics, Program Descriptions, *Secondary School Science
Identifiers—*Harvard Project Physics

A short description of the availability of Harvard Project Physics course components is given as is a discussion of the growth of the use of Pro-

ject Physics in schools, including some enrollment data and survey results. Locations of the 1970 and 1971 Summer Institutes are listed. Adaptations of Project Physics course outside the United States are discussed. A brief bibliography of articles related to Project Physics or other matters of interest is listed. An index of the Project Physics Newsletters 1 to 10 is also included. (TS)

ED 054 945 SE 012 372
Gallagher, James Joseph
Design and Preliminary Analysis.
Educational Research Council of America, Cleveland, Ohio.
Pub Date Feb 69
Note—9p.; ERC Papers in Science Education Number 3
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Attitudes, Creativity, Critical Thinking, Curriculum, *Educational Research, *Research Design, Scientific Concepts, *Secondary School Science, *Testing
Identifiers—Test Every Senior Project
Data collected by testing every senior in 64 high schools affiliated with the Educational Research Council of America will be used as baseline data for science curriculum research and development. Students were randomly assigned one of the following tests: Iowa Tests of Educational Development--Test 2, General Background in the Natural Sciences; Processes of Science Test; Test on Understanding Science; Test on the Social Aspects of Science; Iowa Tests of Educational Development--Test 6, Interpretation--Natural Sciences; Watson-Glaser Critical Thinking Appraisal; Science Attitude Scales; or Thinking Creatively With Pictures and Thinking Creatively With Words. Sample size, mean, and standard deviation of the scores for each test were computed and compared with available published norms. (AL)

ED 054 946 SE 012 377
Released Textbooks, Films and Other Teaching Materials.
National Science Foundation, Washington, D.C.
Report No—NSF-68-24
Pub Date Jul 68
Note—75p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, College Programs, Elementary Education, Films, *Instructional Materials, *Science Course Improvement Project, Secondary Education, *Social Sciences
Identifiers—*National Science Foundation
Some course and curriculum improvement projects funded by the National Science Foundation have produced definitive editions of textbooks, other printed materials, and instructional films. This bulletin lists materials available in 1968 through commercial or college and university sources. The publications include textbooks, laboratory guides, teachers' guides, supplementary readings for students and teachers, and sourcebooks. Materials are grouped by educational level (elementary and secondary school; college and university), and, within each level, by discipline (multidisciplinary, earth sciences, biology, chemistry, mathematics, physics, engineering, and social sciences). Citations include the project title, grantee, project director (1968), publishers of books and films, and 1968 prices. (Author/AL)

ED 054 947 SE 012 381
Showalter, Victor M.
Science Teaching with Computer Simulated Experiments.
Educational Research Council of America, Cleveland, Ohio.
Pub Date Apr 70
Note—34p.; ERC Papers in Science Education Number 14
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computer Programs, *Laboratory Procedures, *Secondary School Science, *Simulation, Teaching Procedures
This paper proposes a technique for using the digital computer in science instruction (grades 1-12) which may well obviate the constraints of unreasonable cost and demand for complex and extensive software. Computer Simulated Experiments require a short amount of time at the terminal during which the student collects realistic simulated data. After collection of data, the student analyzes the data and proceeds as with other laboratory experiments. A number of topics in various sciences and several levels of complexity are available. A pictorial sequence of steps which the student performs is included along with the printed material which a student might receive before doing a simulated experiment. The potential benefits of this form of instruction are discussed. A summary of contemporary uses of computers in instruction is given. (Author/TS)

ED 054 948 SE 012 382
Nardine, Frank E.
Evidence of Cognitive Processes Related to Science.
Educational Research Council of America, Cleveland, Ohio.
Pub Date Feb 69
Note—27p.; ERC Papers in Science Education Number 5
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—College Bound Students, Educational Research, *Evaluation, *Scientific Methodology, *Secondary School Science
Identifiers—Processes of Science Test, Test Every Senior Project
Data from the Test Every Senior Project (see SE 012 372) were used to examine the relationships between scores and patterns of answering on the "Processes of Science Test" and the following variables: stated intention concerning college attendance and course work completed in physics and chemistry. College-bound male high school seniors studying physics and chemistry (Group I) scored higher than college-bound males without course work in either subject (Group II) and non-college-bound males without course work in either subject (Group III). Group II scored higher than Group III. Except for four questions, Group I students chose proportionately more correct responses than Group II, who chose significantly more correct responses on all items than did Group III. A majority of Group II students chose an incorrect response to over half the times involving hypothesis screening, methodology, interpretation of qualitative and quantitative data, understanding relevance of data to problems, and judging the design of experiments. Group III subjects were deficient in the same areas as well as in recognizing criteria for assessing hypotheses. (AL)

ED 054 949 SE 012 385
Progress in Primary Mathematics, Field Report No. 4.
Schools Council, London (England).
Pub Date 67
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Curriculum Evaluation, *Elementary School Mathematics, *Program Descriptions, *Secondary School Mathematics, Teacher Education
Identifiers—*Nuffield Mathematics Project
This report carries the story of the establishment and expansion of the Schools Council-Nuffield Foundation project in primary mathematics (ages 5-13) up to the end of 1966, and looks ahead to the implications emerging for teachers, administrators, employers and parents. (Author/MM)

ED 054 950 SE 012 386
Science in the Primary School, Field Report No. 5
Schools Council, London (England).
Pub Date 67
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum, Educational Trends, *Elementary School Science, *Inservice Teacher Education, International Education, Teacher Education
Identifiers—*England
A sketch of the trend to install science in English elementary schools in terms other than "watered-down" secondary school courses introduces a description of the status of these efforts in 1967. Descriptions of the Nuffield Junior Science project, the Froebel Foundation study of science behavior in young children, and the initiation and function of Teachers' Centers are given. Discussion of the support that teachers will need in increasing their knowledge of science and providing sufficient classroom equipment to facilitate the development of student-initated investigations precedes a brief mention of the problems of producing elementary school teachers who are confident and competent in the use of science as an educational tool. (AL)

ED 054 951 SE 012 387
Measure for Measure: A Guide to Metrication for Workshop Crafts and Technical Studies.
Schools Council, London (England).
Pub Date 70
Note—62p.
Available from—Evans Brothers Limited, Montague House, Russell Square, London WC1, England
Document Not Available from EDRS.
Descriptors—Equipment, *Industrial Arts, *Mathematical Applications, *Measurement, *Metric System, Resource Guides, *Secondary School Mathematics, Technical Mathematics
Identifiers—International System of Units
This booklet is designed to help teachers of the industrial arts in Great Britain during the changeover to metric units which is due to be substantially completed during the period 1970-1975. General suggestions are given for adapting equipment in metalwork and engineering and woodwork and technical drawing by adding some metric equipment immediately and then replacing present stock with metric equipment as it wears out. Details of how one secondary school has tackled this conversion are described, and the problem of "keeping in step" during the changeover is also discussed. Appendices describe the International System of Units (SI); metric machine speeds; the use of existing drills to form an approximate metric series; re-calibration of machine dials for metric measurement; metric sizes for woodworking tools, supplies and drawing paper; and suggestions for educational projects during the changeover period. (MM)

ED 054 952 24 SE 012 392
Scandura, Joseph M.
Mathematics and Structural Learning. Final Report.
Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0277
Pub Date May 71
Grant—OEG-2-9-480277-1045(010)
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Creativity, Educational Psychology, Learning Motivation, Learning Processes, *Learning Theories, *Mathematics Education, Memory, Problem Solving, *Teacher Education
This report contains four papers describing research based on the view of mathematical knowledge as a hierarchy of "rules." The first paper: "The Role of Rules in Behavior" was abstracted in ED 040 036 (October 1970). The second paper: "A Theory of Mathematical Knowledge" defends the thesis that rules are the basic building blocks of mathematical knowledge. These rules operate at different levels, for example: addition and subraction at one level, the idea of inverse operations at a higher level. Mathematical creativity then consists of combining rules to produce new results. The third paper: "Deterministic Theorizing in Structural Learning" describes experiments based on this hypothesis, in which a subject's performance on certain tasks is predicted with virtual certainty from his performance on the component rules. The role of the memory is also discussed, and experiments are described supporting the view of the mind as an information processor with a fixed capacity. The fourth paper: "A Research Basis for Teacher Education" argues that teachers need to know more of the aims of the mathematics they teach, more of the way mathematical knowledge is structured, and more of the way students learn.

The author's research on structural learning (as described in the second and third papers) is then summarized, and possible developments are outlined. (MM)

ED 054 953 SE 012 393
Murphy, Glenn W.
Process-Centered General Biology.
Portland State Coll., Oreg.
Spons Agency—Oregon State Educational Coordinating Council, Salem.
Pub Date Aug 71
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *College Science, Discovery Processes, Discussion (Teaching Technique), *Evaluation, *Laboratory Procedures, Program Evaluation, *Student Research

The evaluation of a general college biology course taught by a combination of lectures, readings, small group discussions, and student-initiated activities, contains a list of the topics introduced in each of three semesters, the facilities available to students in conducting their individually designed research projects, audio-visual material available to staff and students for use in discussion groups, and vitae of the staff teaching the course. Positive and negative student and staff comments are reported. Statistically significant gains between the beginning and end of the course on the BSCS Comprehensive Examination, the Watson-Glaser Critical Thinking Appraisal, and n interest inventory are demonstrated. Correlations with average grade in the course and gains on each of the three test instruments used are reported for 17 student variables. Copies of term examination papers, a list of titles of student research reports, and a copy of the interest in biology inventory are appended. (AL)

ED 054 954 SE 012 399
Support for School Science and Technology.
Schools Council, London (England).
Report No—WP-38
Pub Date 71
Note—55p.
Available from—Citation Press, 50 West 44th Street, New York, New York 10036
Document Not Available from EDRS.
Descriptors—Biology, Chemistry, Educational Resources, *International Education, Physics, Reports, *Resource Centers, *Science Teaching Centers, *Technology
Identifiers—*England

This Schools Council Working Paper contains the report of a working party established to review the "form, function and finance for all school science, mathematics and technology centres in the United Kingdom and to make suggestions for a possible national framework." A description of the types of existing centers used by science teachers to keep in close touch with university and industrial staffs, their financing and parent bodies, and their relationship with Local Educational Authorities preceeds the recommendation of a loose organizational framework to facilitate support from major industrial and academic organizations. Appendices list the physics, chemistry, and biology centers functioning or proposed, together with a brief outline of their functions; describe proposed local technology centers, and illustrate their functions by reference to one center; describe six centers with responsibilities beyond a single science; and summarize the school liaison activities of the Chemcial Industries Association and the British Association for the Advancement of Science. (AL)

ED 054 955 SE 012 400
The Use of SI Units.
British Standards Institution, London (England).
Report No—PD-5686
Pub Date Jan 69
Note—28p.
Available from—British Standards Institution, 101-113 Pentonville Road, London, N.1, England
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mathematical Applications, *Mathematics, *Measurement, *Metric System, Physics, Resource Guides, Technical Mathematics
Identifiers—*International System of Units

This booklet (referred to as PD 5686:1969) replaces the 1967 edition by including subsequent recommendations of the International Organization for Standardization (ISO) and the General Conference on Weights and Measures (CGPM). The International System of Units (SI) is described and rules are given for the formation of derived units and decimal multiples and submultiples. The major part of this booklet is a list of the SI units for various physical quantities, the recommended multiples and submultiples of these units, and the non-SI units which may also be used. Further tables give definitions of derived SI units with special names, the value of some imperial units in terms of SI units, and related British Standards publications. (MM)

ED 054 956 SE 012 416
Environmental Study Area Prototype, Idea Sketch No. 4.
Pueblo Regional Planning Commission, Colo.
Pub Date Apr 71
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, *Environmental Education, *Interdisciplinary Approach, Landscaping, School Environment, *School Planning, Site Development, *Study Centers
Identifiers—Pueblo (Colorado)

Development of an environmental study area in conjunction with a school landscaping project is outlined in this model. The Pueblo (Colorado) Regional Planning Commission and the Pueblo Beautiful Association determined the need for landscaping school grounds. Together with a school district committee of teachers and community leaders interested in the educational possibilities of the outdoor environment, a plan was drawn up incorporating environmental learning and landscape improvement. An interdisciplinary approach was advocated in employing the school site as a teaching aid. Procedures in plan development and implementation are enumerated in this prototype. Also included are sketch plans for an outdoor classroom, surrounded by areas for arid, semi-arid, foothill, and mountain plant life, rocks, and soils. Ultimately, the goal is enrichment of the learning process for elementary, junior high, and senior high school students and beautification of the urban environment in Pueblo. (BL)

ED 054 957 SE 012 418
Mankind's Great Need, Population Research.
Population Crisis Committee, Washington, D.C.
Pub Date 71
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, Contraception, *Demography, *Essays, Evaluation, Family Planning, Population Trends, *Research, Resource Materials, *Social Sciences

In an effort to assess what could and should be done in the field of population research and the application of research findings, the Population Crisis Committee has compiled this series of essays. Each is written by a recognized authority working in his own specialty in the field of population. The essays are short, nontechnical statements of what could and should be done in particular areas and an estimate of a reasonable level of funding required to produce useful results. Topics considered relate to basic research in reproduction, developments in contraception, social research, training and organization, and general background of the need for and significance of population research. Thirty essays are presented. (BL)

ED 054 958 SE 012 419
Acquisitions List No. 37, June-July 1971.
Planned Parenthood--World Population, New York, N.Y. Katherine Dexter McCormick Library.
Pub Date Jul 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends

The Acquisitions List of demographic books and articles is issued every two months by the Katharine Dexter McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the Library, each one annotated and also marked with the Library call number. The second part consists of a list of annotated articles, classified according to the Planned Parenthood - World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PPWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 054 959 SE 012 420
Science Books, A Quarterly Review, Volume 7 Number 2.
American Association for the Advancement of Science, Washington, D.C.
Pub Date Sep 71
Note—90p.
Available from—Publications Department, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 ($2.00)
Journal Cit—Science Books A Quarterly Review; v7 n2 Sep 71
Document Not Available from EDRS.
Descriptors—*Book Catalogs, *Booklists, *Book Reviews, Elementary School Libraries, Junior College Libraries, Mathematics, *Sciences, Secondary School Students

Science Books is published quarterly to review trade books, textbooks, and reference works in the pure and applied sciences for students in the elementary school, secondary school, and first two years of college. It includes selected advanced and professional books useful for reference by students and faculty members. The approximately 234 titles included are listed according to one of 43 categories listed in order of the Dewey Decimal Classification System of pure and applied sciences. In addition to an abstract of the book, the reviewers include a code for their personal evaluation of the book and a code designating the audience for which the book was intended. A title index is also included. (JG)

ED 054 960 SE 012 421
Moore, John A.
Science for Society, A Bibliography, Second Edition.
American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.
Spons Agency—Du Pont Corp., Wilmington, Del.; National Science Foundation, Washington, D.C.
Pub Date 71
Note—93p.
Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (AAAS Misc. Pub. 71-7, $1.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Biology, *Environmental Education, Human Relations, Physical Sciences, Scientific Enterprise, *Social Problems, Social Sciences, Technology

Annotations are provided for selected citations of journal articles and books concerned with all aspects of the interrelations of man, society, environment, science and technology. The entries are arranged within the following major categories, each of which is further subdivided: General references; Resources; Science, Technology, Society; Population; and Health. A comment at the beginning of each major section provides an overview of its contents, and suggests other categories that contain closely related references. Journals that publish useful articles, anthologies, other bibliographies and publications of special projects are listed and described in an explantory preface. The edition updates and replaces ED 039 205. (AL)

ED 054 961 SE 012 449
[List of Acquisitions, Number 24, Books, Monographs, etc.; List of Acquisitions, Articles, Papers and Reprints; List of Acquisitions, Area Files; Selected Monthly Index to Periodical Literature.]
North Carolina Univ., Chapel Hill. Carolina Population Center.
Pub Date Aug 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Contraception, *Demography, *Family Planning, Library Acquisition, Literature, Periodicals, Population Trends, *Reference Materials, *Social Sciences
Acquisitions of the Carolina Population Center Library, University of North Carolina, Chapel

Hill, North Carolina, are indexed in this bibliographic source. Topics deal with birth control and contraception, demography, family planning, health, population factors, social welfare, and related subjects. Section 1 is a list of books, monographs, general research reports, and conference proceedings, arranged by subject. Section 2 is an author listing of articles, papers, and reprints recently added to the Library's reprint files. Section 3 is a catalog of area files, inventorying a variety of materials specific to foreign countries. Section 4 is a "scanning sheet" or monthly index of selected articles appearing in 23 periodicals received by the Library. A subject index is appended to each of the last three sections. (BL)

ED 054 962 SE 012 460
Nicholson, Alan D.
The Math Resource Center for Secondary Schools
Montana State Dept. of Public Instruction, Helena.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Enrichment, *Instructional Materials, *Resource Centers, *Resource Guides, *Secondary School Mathematics
This document suggests ways of setting up a "-Math Resource Center" and ideas for particular resources. Briefly discussed are the following: purpose of a resource center; supervision; physical facilities; and materials-library, math lab and games, computer, autio-visual materials, and office machines. Lists in the appendices include: journals, paperback booklets, selected bibliographies, selected sources of math lab equipment, games, and enrichment materials, commercial producers of materials for mathematics teaching, resource books, and commercially produced activity cards and packages. (Author)

ED 054 963 SE 012 464
Schenck, Hilbert, Jr.
An Interdisciplinary Laboratory to Teach Experimentation. Final Report.
Clarkson Coll. of Technology, Potsdam, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Oct 63
Note—137p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Analog Computers, College Science, *Computer Oriented Programs, *Engineering, *Instructional Materials, *Laboratory Experiments, Performance Tests, Simulation
The author views the primary purpose of the modern engineering laboratory as teaching the student how to experiment. An attempt is made to update the engineering laboratory and make it generally meaningful for all students, whether headed for graduate school or an industrial job. The intent is to broaden the experimental picture so that students from various disciplines can work together on experiments that are of general use and interest to them all. A series of modern experiments, specifically designed to teach general experimentation, are meant to eliminate or improve the many traditional and detailed tests that often date back forty or more years. The experiments involve analog devices that essentially model a prototype system using electrical or geometrical principles, studies of random variables, performance testing of ground effects machines and solar-cell apparatus, and Monte Carlo simulations using a digital computer. (Author/TS)

ED 054 964 SE 012 465
Voight, Keith L.
Scientific and Technical Manpower Requirements of Selected Segments of the Atomic Energy Field. Final Report.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Nuclear Education and Training.
Pub Date Aug 70
Note—266p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.00 Stock Number 5210-0267)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Opportunities, *Employment Projections, Employment Statistics, Employment Trends, Engineers, *Nuclear Physics, *Occupational Surveys, Scientific Manpower, Scientists, *Technical Occupations
The primary purpose of the study was to develop a supply/demand ratio for nuclear degree scientists and engineers from July 1969 through 1973. The need by private industry and electric utilities for scientists and engineers with degrees in disciplines other than nuclear science or engineering, as well as for technicians, nuclear reactor operators, and nuclear materials managers is projected. The hiring practices of industries and utilities are related to the education received by the scientists and engineers required. The extrinsic and intrinsic factors used by companies and utilities active in the atomic energy field in developing technical manpower forecasts, the educational backgrounds of currently employed technical personnel, the level of degree work of these individuals, and the company and utility activities where the majority of the technical personnel work were identified. The results indicate a projected surplus of nuclear scientists or engineers, especially those with PhD's. A critical shortage of engineering talent is foreseen in the fields of mechanical and electrical/electronics engineering, as well as at the technician level. (Author/TS)

ED 054 965 24 SE 012 468
Pfeiffer, Carl H.
The Development and Implementation of a Four-Year Unified, Concept-Centered Science Curriculum for Secondary Schools, Final Report.
Monona Grove High School, Monona, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0646
Pub Date Sep 69
Contract—OEC-6-10-161
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, Curriculum, *Curriculum Development, *Integrated Curriculum, *Interdisciplinary Approach, Program Content, Program Descriptions, Program Evaluation, *Secondary School Science
The unified science program at Monona Grove High School, Monona, Wisconsin, is a four-year, concept-centered program based on the premise that all science is concerned with the nature of Matter and Energy and with matter-energy interactions as a function of Time. The consequence of these interactions is Change and it is this "Process of Change" which is the central theme of the program. This unified program is now in the third year in which all science taught at this school is part of the program. The evidence available at this point, both subjective and objective, indicates that a totally unified approach to science education at the secondary school level is practical and that this approach represents a more effective means of realizing the educational objectives established for the science program, at this high school, than was being achieved by the same staff working through a subject-oriented program. This report includes sections on the philosophy of science education, evolution of the program, criteria for structuring and characteristics of the program, subject content summary, program evaluation, facility development, and conclusions and recommendations. For description of student manuals, see SE 012 308; SE 012 309; and SE 012 149 to SE 012 152. (Author/PR)

ED 054 966 SE 012 470
Corliss, William R.
Nuclear Reactors for Space Power, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 71
Note—52p.; Revised
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aerospace Technology, College Science, Instructional Materials, *Nuclear Physics, Physics, Resource Materials, Secondary School Science
Identifiers—Atomic Energy Commission
The historical development of rocketry and nuclear technology includes a specific description of Systems for Nuclear Auxiliary Power (SNAP) programs. Solar cells and fuel cells are considered as alternative power supplies for space use. Construction and operation of space power plants must include considerations of the transfer of heat energy to electricity and of waste heat dissipation. The shielding of such plants is important, from both efficiency and safety standpoints. The safety of nuclear material handling in space flight is especially crucial. Various improvements are proposed concerning present power plants. Lists of relevant reading topics and of motion pictures are included. (TS)

ED 054 967 SE 012 471
Corliss, William R. Schwenk, Francis C.
Nuclear Propulsion for Space, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 71
Note—64p.; Revised
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aerospace Technology, College Science, *Instructional Materials, *Nuclear Physics, Physics, *Resource Materials, Secondary School Science
Identifiers—Atomic Energy Commission
The operation of nuclear rockets with respect both to rocket theory and to various fuels is described. The development of nuclear reactors for use in nuclear rocket systems is provided, with the Kiwi and NERVA programs highlighted. The theory of fuel element and reactor construction and operation is explained with particular reference to rocket applications. Testing sites and programs are illustrated. Future developments and applications are discussed. The conclusion that the NERVA engine is the only practical advanced propulsion system that can meet the requirements of the space transportation system in the 1980's and beyond is stated. A glossary, reading list, and motion picture list of related topics are included. (TS)

ED 054 968 SE 012 472
Corliss, William R. Mead, Robert L.
Power from Radioisotopes, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 71
Note—63p.; Revised
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Science, *Energy, Instructional Materials, *Nuclear Physics, Physics, *Radioisotopes, *Resource Materials, Secondary School Science
Identifiers—Atomic Energy Commission
This 1971 revision deals with radioisotopes and their use in power generators. Early developments and applications for the Systems for Nuclear Auxiliary Power (SNAP) and Radioisotope Thermoelectric Generators (RTGs) are reviewed. Present uses in space and on earth are included. Uses in space are as power sources in various satellites and space probes. Some projections as to future space objectives are made. The safety factors involved with nuclear materials in space flight are considered, particularly with regard to flight failures. The uses of radioisotope generators on earth are largely in the area of remote weather or communication stations, as in the polar regions, at sea, or under the sea. The choice of radioisotope fuels and the construction of a typical generator are illustrated along with some theoretical considerations of heat transfer and energy converters. Lists of relevant reading topics and of motion pictures are included. (TS)

ED 054 969 SE 012 473
Mitchell, Walter, III Turner, Stanley E.
Breeder Reactors, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 71
Note—53p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Science, *Energy, Instructional Materials, *Nuclear Physics, Physics, *Resource Materials, Secondary School Science
Identifiers—Atomic Energy Commission

The theory of breeder reactors in relationship to a discussion of fission is presented. Different kinds of reactors are characterized by the cooling fluids used, such as liquid metal, gas, and molten salt. The historical development of breeder reactors over the past twenty-five years includes specific examples of reactors. The location and a brief description of various reactors and programs in the United States and foreign countries indicates a large expansion of such facilities in the near future. Lists of relevant reading topics and of motion pictures are included. (TS)

ED 054 970 SE 012 487
Science in the Sixth Form, Working Paper No. 4.
Schools Council, London (England).
Pub Date 66
Note—57p.
Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England
Document Not Available from EDRS.
Descriptors—Biology, Chemistry, Conference Reports, *Curriculum, *Interdisciplinary Approach, Physical Sciences, Physics, *Science Education, *Secondary School Science
Identifiers—*England
These proceedings of a 1965 conference on the teaching of science in the sixth form of English schools contain summaries of each speaker's introduction to his paper, the full text of his circulated paper, and a summary of the discussion that followed. The papers were titled the sixth form; "Structure and Properties of Matter" as a sixth form course; biology in the sixth form; engineering studies; general and special studies in science; science for the arts specialist; and sixth form curriculum and examinations. During the conference the "Structure and Properities of Matter" course was renamed "Physical Sciences." Post-scripts on the physical sciences course, on engineering studies, and on the proposal for a major/minor/general studies pattern of sixth form work have been added to provide information on subsequent thought and action in these three fields which were the most controversial topics discussed at the conference. (AL)

ED 054 971 SE 012 488
Mathematics for the Majority, A Programme in Mathematics for the Young School Leaver.
Schools Council, London (England).
Report No—WP-14
Pub Date 67
Note—45p.
Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England
Document Not Available from EDRS.
Descriptors—Average Students, *Curriculum, Educational Equipment, Inservice Teacher Education, *Instruction, *Low Ability Students, Mathematics Education, *Secondary School Mathematics
Identifiers—Schools Council
This Working Paper is one of a series of studies commissioned by the Schools Council to establish whether development work could be organized to help teachers design relevant and useful five year courses for pupils who leave school at age 16, when this becomes the legal age limit in Great Britain in 1971. The ability range considered is that of pupils of average and below average ability in mathematics. Included is a review of the present situation regarding the qualifications of mathematics teachers, the facilities and equipment available in the schools, the effects of the introduction of the Certificate of Secondary Education (CSE) examination, and integrated programs involving mathematics. Needs for the future and specific suggestions about the inservice training of teachers, the most suitable teaching approaches to use, and specific curriculum content are also discussed. Appendices deal with the use of desk calculators in schools and the design of mathematics laboratories. (MM)

ED 054 972 SE 012 492
Byatt, I. C. R. Cohen, A. V.
An Attempt to Quantify the Economic Benefits of Scientific Research, Science Policy Studies No. 4.
Department of Education and Science, London (England).
Pub Date 69
Note—25p.
Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England
Document Not Available from EDRS.
Descriptors—*Economic Research, *Economics, Industry, Models, Research Methodology, Scientific Research, Technology
Identifiers—England
This paper presents a possible methodology for measuring and predicting the future course of the long-range economic benefits of "curiosity-oriented" research. The basic premise is that much pure research tends to give rise to major industries in about one generation. Each industry will have some total economic benefit which can be discounted to a present value. The discounted value of the necessary applied research, development and physical investment can be deducted to give a capitalized net benefit. The value of particular scientific discoveries is estimated by predicting the effect on net profit if the discovery had been accelerated or delayed as a consequence of some change in research expenditure. Suggestions for future work to test this model in an ex post facto examination of a series of existing scientifically based industries are made. (Author/AL)

ED 054 973 SE 012 515
Baker, Ronald D.
Test Yourself for. . . Science.
Pub Date 71
Note—50p.
Available from—Scientific Manpower Commission, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 ($1.00)
Document Not Available from EDRS.
Descriptors—*Career Planning, Careers, Games, Guidance, *Guidance Counseling, *Pamphlets, Puzzles, *Sciences, *Secondary School Students
Identifiers—Scientific Manpower Commission
This booklet of mathematical and scientific puzzles and games is designed to encourage the reader, interested in a science or mathematical career, to gain further information from knowledgeable people in his community, to read from a variety of sources, and to write to Scientific Manpower Corporation for its publication, "-SEARCH: Science, Engineering and Related Career Hints." (CP)

ED 054 974 SE 012 516
Boston College Mathematics Institute Cumulative Report, June 1957 - September 1968.
Boston Coll., Chestnut Hill., Mass. Mathematics Inst.
Pub Date Sep 68
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Computer Oriented Programs, Curriculum, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Materials, *Mathematics, *Program Descriptions, Reports, *Secondary School Teachers
Identifiers—Boston College Mathematics Institute
This report describes the objectives of the Boston College Mathematics Institute and its activities to date. The contents include summaries of the programs of all the campus institutes held between 1957 and 1968; outlines of the instructional materials produced during this period; information on the Computer Research Center; and plans for future activities. Appendices give details on the faculty of the Institute and their assignments, and other personnel involved in the work of the Institute; the non-research Master of Arts degree developed for teachers enrolled at the institutes; and a sample of teachers (and their schools) who have used the materials produced by the Institute. (MM)

ED 054 975 SE 012 517
Page, David A.
[The University of Illinois Arithmetic Project: Teacher Education Institute Description].
Education Development Center, Inc., Newton, Mass.
Pub Date [71]
Note—50p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Elementary School Teachers, *Inservice Teacher Education, *Institutes (Training Programs), *Mathematics, *Program Descriptions
This package of materials gives a complete discription of the inservice teacher education program developed by the University of Illinois Arithmetic Project for training in the use of their elementary school mathematics materials. The inservice program can be administered at institutes under the direction of elementary teaching personnel with a better-than-average background in mathematics. Presented in this package are: (1) general discription of the teacher course; (2) the content of the course; (3) notes on conducting institutes; (4) week-by-week lists of topics, films, and supplements; (5) written lessons; (6) general description of the Arithmetic Project; and (7) answers to common questions about the institute. (JG)

ED 054 976 SE 012 518
Page, David A.
[The University of Illinois Arithmetic Project: Teacher Education Materials].
Education Development Center, Inc., Newton, Mass.
Pub Date [71]
Note—140p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Elementary School Teachers, *Inservice Teacher Education, *Institutes (Training Programs), *Mathematics, *Program Descriptions
Sample course materials for the University of Illinois Arithmetic Project Teacher Institute are presented. The package includes the first five written lessons of the course and samples of supporting materials supplied with each lesson. The supporting materials pertain to one week's work: a summary of the problems in a film shown at the class session; a supplementary paper distributed at the session; the Corrector's Guide for the lesson; discussion notes for this lesson, and film discussion notes. Two articles written by project personnel concerning mathematical content of the Arithmetic Project are also included. (JG)

ED 054 977 SE 012 530
Schools Council Projects [Chart].
Schools Council, London (England).
Pub Date Jun 71
Note—5p.
Available from—Schools Council, 160 Great Portland Street, London W1n 6LL, London, England
Document Not Available from EDRS.
Descriptors—*Educational Development, *Educational Research, English Education, Fine Arts, Humanities, *Indexes (Locaters), Mathematics Education, Modern Languages, Science Education
Identifiers—*England
Educational research and development projects funded by the English Schools Council are listed under the following headings: English; Humanities; Languages; Creative Studies; Mathematics; Science; Inter-related Studies; Welsh; School, Home and Community; School Organization and Resources; and Examinations. For each project the title, the location of the project headquarters, the name of the director, and the duration and amount of funding are shown. The nature of each project's productions, (whether reports, teacher materials, pupil materials, tests for pupils, or films), and whether any of the materials have been published are indicated. This information is all displayed on a fold-out chart. (AL)

ED 054 978 SE 012 549
Jamison, Dean And Others
Cost and Performance of Computer-Assisted Instruction for Education of Disadvantaged Children.
Stanford Univ., Calif. Graduate School of Business.; Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Report No—IMSSS-TR-175; RP-20
Pub Date Jul 71
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Gains, Arithmetic, *Computer Assisted Instruction, *Disadvantaged Youth, *Evaluation, Instructional Media, Program Costs, Reading, *Research
This paper is divided into three sections. The first section describes three programs in computer-assisted instruction (CAI) that have been developed by the Institute for Mathematical Stu-

dies in the Social Sciences at Stanford University and have performed well with underachieving children. These programs are in elementary arithmetic, initial reading, and computer programing for high school students. The second section, the major part of this paper, reports a detailed evaluation of these programs. Two criteria for successful performance are examined: simple achievement gain, and reduction of achievement inequality. The final section deals with the problem of making CAI available in rural as well as urban areas, and attempts a realistic assessment of the total costs. An estimate is also made of the increase in student to teacher ratio required to provide CAI without an increase in expenditure per student. (MM)

ED 054 979 SE 012 550

Bush, Kenneth H. And Others

A Systems Approach to Biology (SAB).

Pub Date 71

Note—320p.

Available from—Diversified Educational Enterprises Inc., 1201 Western Drive, West Lafayette, Indiana 47906

Document Not Available from EDRS.

Descriptors—*Audiovisual Instruction, Biology, *Individualized Programs, *Instruction, Objectives, *Performance Criteria, Science Activities, Secondary School Science, *Study Guides

Identifiers—Audio Tutorial Instruction

This pupil's study guide is intended to be used with audio-taped biology modules. Each of the units (on laboratory techniques, plant and animal diversity, chemistry, cells, energy, microbiology, genetics, and development) contains an abstract providing an overview of the unit, the rationale and performance objectives for each module, questions to be answered, and supplementary materials such as diagrams, keys, and brief explanatory notes. Most units are composed of basic materials, the completion of which will earn a C grade, and additional optional activities which can earn the student grades of A or B. Available optional activities normally require conducting and reporting on some investigation, preparing value position papers on currently debatable topics, assisting other students complete the required materials, and "A/B" tests of 40 items. (Test questions are not included in this guide.) The optional units "Science and Mathematics" and "Ecology" have structures similar to the nine basic units; but the unit "Dissection" contains descriptive dissection guides for freshwater clams, crayfish, earthworms, and frogs. (AL)

SO

ED 054 980 SO 000 482

HSGP Teacher Education Kits. Evaluation Reports.

High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 70

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitude Tests, *Curriculum Evaluation, *Field Studies, *Geography Instruction, Inquiry Training, *Inservice Courses, Inservice Teacher Education, Methods Courses, Multimedia Instruction, Questionnaires, Secondary School Teachers, Simulation, Social Studies, *Teacher Education Curriculum

Identifiers—*High School Geography Project, HSGP

This report is the result of the 1969-70 High School Geography Project (HSGP) fields trials which had as their purpose the evaluation of three teacher kits entitled, "Using Simulation to Involve Students," "Using Media to Stimulate Inquiry," and "Using Evaluation to Improve Instruction." Each kit has an Instructor's Guide, a Participants' Manual, a video tape, and additional a handouts and media. The 64 instructors in 34 states were selected from volunteers for the trials. Groups of 16 instructors represented inservice programs, social studies methods classes, and geography methods classes. An additional group of 16 social studies methods instructors did not use the kits and served as a control group. The 64 instructors had approximately 1,400 participants. This report provides guidance for revision of the kits. It is based on responses to questionnaires and an attitude scale administered to instructors and participants at the conclusion of each kit. In addition, instructors answered a series of questions to determine the likelihood of their using the kits. Scales and questionnaire data, generally favorable, are summarized in the report. Control group data will be incorporated in later report. (Author/DJB)

ED 054 981 SO 000 759

Federalism and the Academic Community: A Brief Survey.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No—M-44

Pub Date Mar 69

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Government (Course), City Government, College Curriculum, *Curriculum Research, Federal State Relationship, Higher Education, *Local Government, National Surveys, *Political Science, *Public Administration Education, Questionnaires, School Surveys, Social Sciences, *State Government, Statistical Analysis, Statistical Surveys

A survey was conducted in 1968 to determine the extent to which introductory, intermediate, and advanced courses in American State and local government and intergovernmental relations are contained in college and university political science curricula. A questionnaire (appended) was mailed to political science department chairmen of 833 colleges and universities; the study is based on the responses of 562 chairmen. The questionnaires contained three sets of questions directly relevant to the basic purpose of the study: 1) the extent to which their introductory course in political science included treatment of State and local government; 2) the approximate proportion of lecture time and course-related reading allocated to these fields in the introductory course; and, 3) the number of intermediate and advanced courses in State and local government and intergovernmental relations offered by their department. The survey's findings lead to an inescapable conclusion that the fields in question receive second-rate treatment in today's college and university political science curricula. Eight tables within the text and 67 in the appendices present data analysis of the responses. (Author/DJB)

ED 054 982 SO 000 813

The Social Studies Program. Grades 6-8.

Springfield Public Schools, N.J.

Pub Date 69

Note—162p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Culture, *Concept Teaching, Cultural Education, Curriculum Guides, Elementary Grades, Grade 6, Grade 7, Grade 8, *Inquiry Training, *Interdisciplinary Approach, Learning Activities, Multimedia Instruction, Secondary Grades, Social Sciences, *Social Studies Units, Teaching Guides

Identifiers—*Structure of Knowledge

This guide was designed to assist sixth through eighth grade teachers and pupils in furthering their understanding of man in interaction with his environment. It assists the teacher in the effort to understand, organize, and implement the conceptual, interdisciplinary approach to the teaching of the social sciences: anthropology, economics, geography, history, and political science. The basic concepts or generalizations have been identified and listed in each of the disciplines. Variants or continuous threads of ideas bind the concepts together through selected content within these units: 1) the Development of Man's Cultural Heritage in grade 6; 2) the Development of American Culture in grade 7; and, 3) Contemporary American Culture in grade 8. Suggested analytical questions and learning activities serve as a flexible framework to facilitate the development of inquiry skills: observing, structuring hypotheses, examining, problem solving, comparing, reflecting, experiencing, deriving facts, and restructuring hypotheses until understandings are developed. In implementing this guide, the teacher should use a multimedia approach; audiovisual materials and readings are listed in each unit. Guidelines for student research and reporting are appended. The guide and units for kindergarten through fifth grades are available separately. (Author/SBE)

ED 054 983 SO 000 830

Wang, Margaret C. Lindvall, C. M.

An Exploratory Investigation of the Carroll Learning Model and the Bloom Strategy for Mastery Learning.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-61

Pub Date 70

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Academic Aptitude, Achievement Tests, Aptitude Tests, Correlation, Elementary Grades, *Individualized Instruction, Learning Processes, *Learning Theories, Mathematics Instruction, Multiple Regression Analysis, *Predictive Ability (Testing), Predictive Measurement, Research Projects, *Time Factors (Learning)

Identifiers—Bloom Strategy for Mastery Learning, Carroll Learning Model

The purpose of this paper is to report on a pilot investigation of the operation of the Bloom and Carroll hypothesis which states that aptitudes are predictive of rate of learning given a situation in which the time allowed for learning is unlimited, and pupil perserverance, ability to understand instruction, and quality of instruction are optimized for each student. Data for this study were obtained for six separate samples of elementary school students in the individually prescribed instruction project from grades 2 through 6 studying in six different units in arithmetic; sample size varied from 42 to 182. The analyses were carried out in three steps: 1) the correlation between aptitude and rate of learning using two measures previous year rate of learning, and non-verbal I.Q. using Lorge-Thorndike: four rate measures were included as described by Wang (1968); 2) examination of the effectiveness of each aptitude measure as predictors of a composite rate measure; and, 3) examination of the other variables using the two measures in step one plus aptitude measures of mathematics achievement using the Stanford Achievement Tests and Lorge-Thorndike. Multiple regression analysis was used to investigate the composite contribution of these measures of Carroll's variables to each of the four learning rate measures. The three analyses substantiated the hypothesis that there is no simple relationship between pupil aptitude and rate of learning. (Author/SBE)

ED 054 984 SO 000 882

Bobrow, Davis B.

Adaptive Politics, Social Learning, and Military Institutions.

Minnesota Univ., Minneapolis. Center for International Studies.

Pub Date Nov 70

Note—21p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD-715-361; MF $0.65)

Document Not Available from EDRS.

Descriptors—Decision Making, Group Dynamics, *Military Organizations, *Political Science, *Politics, Public Policy, Social Change, *Socialization, *Social Planning, Social Psychology, Sociometric Techniques

Identifiers—Futurology, *Military Role

Rates and forms of change in post-industrial societies will increasingly test the viability of democratic political systems. Social learning must become faster and more powerful as the deadline on political demands becomes shorter and the complexity and variety of demands become greater. The military can play an almost uniquely helpful role in social learning. Social scientists have the qualifications and much of the responsibility for use of the military as a national resource for the testing and evaluation of social inventions. The purpose of this paper is to summarize the rationale for the foregoing assertions and to indicate the content of a social learning role for the military. Accordingly, the first part of the paper suggests alternative views of key relationships between the political order and the military, and how social scientists can relate to problems of the military role. The last sections are concerned with the future. One asserts a set of normative goals for the political process; parameters which affect their pursuit are provided by domestic social trends and military

developments. The other develops the social learning role as a means to achieve political process goals within the contraints of the parameters discussed. (Author)

ED 054 985 SO 000 947
Nakosteen, Mehdi
Conflicting Educational Ideals in America, 1775-1831: Selected Documentary Essays.
Colorado Univ., Boulder. School of Education.
Spons Agency—Colorado Univ., Boulder. Graduate School.
Pub Date 71
Note—1198p.
EDRS Price MF-$0.65 HC-$39.48
Descriptors—Bibliographies, Coeducation, Educational Finance, *Educational History, Educational Legislation, *Educational Practice, *Educational Problems, *Educational Theories, Equal Education, Higher Education, Moral Values, Nationalism, Private Schools, Public Education, Religious Education, School Role, Social Factors, *United States History, Universal Education
Identifiers—*Documentary History
The purpose of this collection of 52 primary source documents is to sustain the continuity and interdependence of ideas, movements, and events in the development of educational theories and practices in Western culture. Among the concerns of these documents, written by statesmen, clergymen, business men, foreign observers. educators and others, are such educational issues as: 1) public vs. private; 2) secular vs. sectarian; 3) national vs. regional; 4) cultural vs. practical; 5) separate vs. coed schools; 6) tuition free vs. tuition paid schooling; 7) academic freedom; 8) teacher education; 9) educational finance; 10) equal educational opportunity; 11) relation of school to society; and, 12) sources of teacher authority. There is hardly a basic educational issue engaging our attention today which was not also the focal point of dispute and conflict in the formative decades of the Republic. While some are available, these selections have been overlooked by historians and students of education and are being reproduced for the first time. Each selection is introduced with selected quotes and summary statements. Two bibliographies of nearly 500 available primary sources preceed and follow the selections. ED 049 958 is a companion volume citing over 4,500 primary and secondary sources covering the same period. (Author/DJB)

ED 054 986 SO 001 271
United States History. Part 1. Grade 9.
Oklahoma City Public School System, Okla.
Pub Date 70
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Creative Dramatics, Creative Writing, Curriculum Guides, *Discussion (Teaching Technique), Grade 9, *Inquiry Training, Music Appreciation, *Problem Solving, *Role Playing, Secondary Grades, Social Studies Units, Teaching Guides, Time Perspective, *United States History
Identifiers—*Historical Methods
This is the first semester teaching guide for a ninth and tenth grade United States History course. It is a survey of the nation's story in chronological order, and is designed to assist the student in forming a mental time-line of events and issues. The stress in history is on an understanding of important movements, trends, concepts, and issues rather than the memorization of numerous and isolated details. Critical thinking, inquiry, and problem solving skills will be developed. In this course students will: 1) systematically gather pertinent information regarding a problem; 2) share information with fellow students in a variety of ways; 3) form accurate generalizations from facts; 4) distinguish between assumptions and facts; 5) participate in discussions thoughtfully and courteously; and, 6) state conclusions which are supported by facts and reasons. Besides class discussion and reporting, the learning activities include: role playing, creative dramatics, display making, music appreciation, and creative writing. The content for the 34 lessons, texts, and other resources are also outlined in detail. For related curriculum guides see SO 001 272 and SO 001 273. (Author/AWW)

ED 054 987 SO 001 272
United States History. Part 2. Grade 10.
Oklahoma City Public School System, Okla.
Pub Date 70
Note—186p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Creative Dramatics, Curriculum Guides, *Discussion (Teaching Technique), Grade 10, *Inquiry Training, *Problem Solving, *Role Playing, Secondary Grades, Social Change, Social Problems, Social Studies Units, Teaching Guides, Time Perspective, *United States History
Identifiers—*Historical Methods
In this second semester teaching guide for a United States history course for grades 9 and 10, the problems and issues relating to the diplomatic history and social changes in the United States before 1900 are covered. Because it is helpful to know the sources of history and the historical methods of discovering history, this teaching guide is designed to promote critical thinking, inquiry, and problem solving skills. In addition to the overall course objectives described in the guide for the first semester, SO 001 271, there are three additional problem solving objectives: 1) to explain the problem identified in each lesson; 2) to suggest possible and reasonable solutions; and, 3) to predict consequences of the proposed solution. Specific questions or topics are included for class discussion, guest speakers, student reporting, role of playing, demonstrations, creative dramatics, and display making. The content of the 31 lessons, learning activities, texts, and other resources are outlined in detail. The third semester guide is SO 001 273. (SBE)

ED 054 988 SO 001 273
United States History. Part 3. Grade 10.
Oklahoma City Public School System, Okla.
Pub Date 70
Note—195p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Creative Dramatics, Creative Writing, Curriculum Guides, *Discussion (Teaching Technique), Grade 10, *Inquiry Training, Music Appreciation, *Problem Solving, *Role Playing, Secondary Grades, Social Action, Social Change, Social Problems, Social Studies Units, Teaching Guides, Time Perspective, *United States History
Identifiers—*Historical Methods
This third semester teaching guide for a United States history course for grades 9 and 10 begins with a continuation of the issue of social change and stability covered in the second semester, SO 001 272. The inquiry extends into the social movements of the twentieth century, beginning with the Progressive Movement. The overall objectives of the course are described in the guides for both the first and second semesters, SO 001 271 and SO 001 272. Specific questions or topics are included for class discussion, guest speakers, student reporting, role playing, demonstration, creative dramatics, creative writing, display making, and music appreciation. The content of these 31 lessons, learning activities, texts, and other resources are outlined in detail. (SBE)

ED 054 989 SO 001 396
U.S.S.R.-Moscow.
Anne Arundel County Board of Education, Annapolis, Md.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Analysis, Cultural Factors, Curriculum Guides, European History, Geographic Concepts, *Human Geography, Individualized Curriculum, Multimedia Instruction, Secondary Grades, *Social Studies Units, Socioeconomic Influences, *Teacher Developed Materials, *Urbanization, Urban Studies
Identifiers—*Moscow, Russian Culture, Russian History, Soviet Union
This curriculum guide, prepared by workshop participants under Title III ESEA, Project Social Studies, uses Moscow as a case study for analyzing all factors that influence the growth of cities. The unit problem-What role do geographic factors play in the development of cities in the Soviet Union as centers for political, economic, and cultural activities as compared to other cities throughout the world--is investigated through ten individualized, flexibly designed lessons. Broad generalizations for the unit are: 1) geographic surroundings influence the location and development of cities; 2) national cultural forces help determine the importance of population centers; 3) cities evolve as a result of the basic interdependence of people and serve as their center of culture, industry, and government; and, 4) sustenance and revitalization of the city are the responsibility of every citizen. A number of skills are expected to develop as a result of this learning experience. Among them: 1) formulating and proving hypothesis; 2) conducting research; 3) using and developing maps; and, 4) gathering data from non-book materials. Transparencies, tapes, and films are integral to the lessons, and learning activities include simulation, small group discussions, and games. An appendix lists the suggested audio-visual materials and their sources. (JLB)

ED 054 990 SO 001 476
Jumba-Masagazi, A. H. K., Comp.
African Socialism: A Bibliography and a Short Summary.
East African Academy, Nairobi (Kenya).
Pub Date Sep 70
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African History, *Bibliographies, Democratic Values, *Nationalism, Political Attitudes, Political Issues, *Resource Guides, *Social Systems
Identifiers—*Africa, Marxism, Socialism
This unannotated bibliography provides a somewhat complete listing of items published from 1948 to 1970 on the subject of African socialism. Though relevant material from allied subjects has been included, an effort has been made to stay rather closely within the confines of this topic. The bibliography covers Africa as a whole, however it does concentrate on Africa south of the Sahara, particularly East Africa. The document is divided into six parts: Part I contains information about the Research Information Centre of the East African Academy, and notes to the users of the bibliography; Part II contains a summary of the conceptual development, history, and various views on African socialism; Part III comprises the alphabetically arranged bibliography, along with a listing of additional general sources; Part IV presents short biographic sketches of prominent men in African socialism; Part V is the list of serials from which the entries were taken; and, Part VI is a geographically divided list of relevant organizations and their addresses. Non-English titles have been translated into English, though this does not mean that the articles themselves are available in English. Many of the items are articles from international periodicals, and reprints should be easily obtainable. (Author/JLB)

ED 054 991 SO 001 654
Natoli, Salvatore J., Ed. And Others
Activities Selected from the High School Geography Project.
Association of American Geographers, Washington, D.C.; National Council for Geographic Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—353p.
Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 $4.00 (plus $.50 handling if payment not enclosed)
Document Not Available from EDRS.
Descriptors—*Activity Units, *Class Activities, *Geographic Concepts, Geography, *Geography Instruction, Human Geography, Inquiry Training, *Map Skills, Secondary Grades
Identifiers—*High School Geography Project
Out of approximately 50 activities which were, for a variety of reasons, not included in the final version of the High School Geography Project course, Geography in an Urban Age, the HSGP staff selected eight which would be useful in many secondary school classrooms. The activities included here are: 1) Operation Bigger Beef (on themes of cultural geography); 2) World Population; 3) Population of Canada; 4) Political and Administrative Districts of the City; 5) Scatter Diagrams of the Political Hierarchy and its Territorial Framework; 6) The Location of the Massachusetts State Medical School (or local alternative); 7) Designing a World Political Map; and, 8) Case Studies: Mitaka and Niiike. These activities were edited so that they would be usable for the classroom teacher. Each activity contains notes for the teacher and student resources. In

most cases, materials for student use are provided in single copies and must be reproduced by the teacher in classroom quantities. There is neither a suggested sequence for using these activities nor a suggested grade level. Some may be appropriate for students as low as 7th grade, but all may be used between grades 7-12. This collection should be viewed as a workbook for teacher and student to serve as a springboard for experimental activities based upon the objectives outlined in the activities. (Author/JLB)

ED 054 992 SO 001 724
Boulding, Kenneth E.
General Social Dynamics as a Framework for the Study of the Social System.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, Geography, History, Intellectual Disciplines, *Interdisciplinary Approach, *Relativity, *Social Sciences, *Social Systems, Theories
Identifiers—*Structure of Knowledge
The task of social theory and especially of general social dynamics is to perceive patterns and regularities in our image of the four dimensional structure consisting of all human beings as they occupy three dimensions of space and one of time. Although the existing divisions of the social sciences exist for good historical reasons, there is a conceptual scheme for the study of the social system with the social sciences broken differently. The critical question, however, is whether it is possible in the next 50 years to mobilize an intellectual resource behind the problem of developing a general interdisciplinary social science. To parallel this there is the possibility that an amalgamation of history and geography would provide more refined study and improvement of the record of the space-time continuum. (Author/VLW)

ED 054 993 SO 001 744
Wulf, Christoph
Curriculum Evaluation.
Pub Date 71
Note—29p.
Journal Cit—Zeitschrift Fur Padagogik; v17 n2 p175-201 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Evaluation, *Curriculum Research, *Evaluation Methods, *Models, Research Methodology, *Research Problems
In German, this article asserts that present concepts of evaluation are too narrow for curriculum evaluation. Research must differentiate different forms and roles of evaluation, produce a curriculum evaluation model, and resolve problems of values and judgement. The second section discusses the different forms and roles of evaluation: formative and summarative evaluation, micro- and macro evaluation, and intrinsic evaluation as opposed to sequential evaluation. The third section discusses models of curriculum evaluation as developed by 1) R.E. Stake, who defines three areas of evaluation--Hypotheses, Processes and Results; 2) M. Provus who defines a descrepancy model, and 3) D.L. Stufflebeam, who attempts to develop the structure of a design for evaluation. The fourth section discusses the problems of value and judgement in evaluation in relationship to 1) values, priorities, and norms; 2) the programatic and public-political sphere; and, 3) aspects of judgement and decision which are ambiguous in evaluation. The final section lists seven problems which need to be solved in order to develop theories and workable methods of curriculum evaluation. (Author)

ED 054 994 SO 001 787
Little, Craig B.
Social Distance and Race Attitudes: A Study of the White Population of Princeton, Maine and the Indian Population of Indian Township, Maine.
New Hampshire Univ., Durham.
Pub Date Feb 70
Note—183p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, Behavioral Science Research, *Caucasians, Conceptual Schemes, Cultural Factors, Intergroup Relations, Masters Theses, *Race Relations, *Racial Attitudes, Social Attitudes, Social Isolation, *Social Relations, Socioeconomic Influences
Identifiers—Maine, French Canadians, Parks (Robert E.)
The essentially descriptive study of these two racially and culturally distinct populations started with Robert E. Park's conception of social distance as the degree of understanding and intimacy which characterizes personal and social relations. The social distance phenomenon was broken down into three levels of analysis: perceived socio-economic status, attitudes of perference for association, and frequency and intimacy of interaction between members of groups. Based on historical background and contemporary intergroup relations theory, six hypotheses were presented to be tested. Two probability samples of twenty-five respondents each were selected. Similar interviews employing both attitude measurement techniques based on the conceptualization of social distance and questions requiring more qualitative responses were administered. Participant observations were also compiled. Although statistical associations were somewhat low, the results generally indicated that among the whites sampled racial characteristics (visible physical differences) were the most salient cues to social distance attitudes expressed. Frequency and intimacy of contact were most highly associated with Indian social distance attitudes. These findings led to a discussion of cultural and socio-economic factors which differentiate the white and Indian populations studied. The conclusion was that relations between whites and Indians are stalemated at a stage of accommodation in terms of Park's race relations cycle. (Author)

ED 054 995 SO 001 806
Report and Summay: Conference on the Geography of the Future.
Spons Agency—Canada Council, Ottawa (Ontario).; University of Western Ontario, London.
Pub Date 70
Note—15p.; The Conference on the Geography of the Future, Bayfield, Ontario, October, 15-18, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Ecological Factors, *Geographic Distribution, *Geography, *Human Geography, Physical Environment, *Prediction, Professional Training, Public Policy, *Social Planning, Social Problems, Social Responsibility
Identifiers—*Futurology
The conference summarized in this document represented an exploratory effort concerning the role and objectives of geography, including its predictive capabilities in both studying and directing the future spatial organization of the earth as the home of man. Initial conference presentations by Ronald Abler and William Warntz helped focus attention on two of the key issues which repeatedly emerged during the 2 days of discussion: 1) Can man utilize his abilities for social and technological innovation in ways which will enhance the humanistic qualities of life? 2) How might we as geographers use our skills in promoting environments which are humane and, thus, economically and ecologically viable? Subsequent sessions were based upon the following issues: 1) What are the philosophical and methodological sources to be used in formulating the geography of the future? 2) What are the desired characteristics of future spatial organization, 3) Can we predict future spatial organization? 4) How do we train futuristic geographers and what is their role in policy making? 5) What are the likely settlement and mobility patterns of the future? 6) What is the future of this group? and, 7) What were the results of this conference? The major part of this document consists of succinct representations of the principle arguments advanced on these questions. (Author/JLB)

ED 054 996 SO 001 817
An Evaluation of a Project for the Analysis, Development, Implementation, and Diffusion of the New Social Studies Curricula.
Washington Univ., St. Louis, Mo. Center for Educational Field Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adoption (Ideas), *Curriculum Evaluation, *Diffusion, Elementary Grades, Experiment Stations, *Information Dissemination, Inservice Teacher Education, Models, Program Evaluation, Projects, *Research and Instruction Units, School Districts, Secondary Grades, *Social Studies
Identifiers—Curriculum Implementation, *Social Studies Implementation Project
In February 1968, the Social Studies Implementation Project began as a cooperative venture involving twenty-three school districts in metropolitan St. Louis. The overall objective of the project was to operate a model which was designed to overcome the problems of curriculum implementation. Operationally, the project had several objectives: 1) to create four field stations; 2) to carry out a three-year four-stage implementation process in each field station: analysis and selection of curricula; strategy and lesson development requiring the utilization of new curriculum; field testing new materials in a field station school; and, diffusion of the materials from the field school to radial schools; 3) to produce a group of teachers who have mastered and accepted this implementation process; 4) to alter patterns of school curriculum decision making by placing project personnel in key role or encouraging adoption; and, 5) disseminate the curricula. They developed a six-phase evaluation of the model akin to a field study including both formative and summative evaluation. The sources of data were: field observer notes, progress reports, data from participants, third-party reports from studies of the project by graduate students, and interviews of participant teachers. Three formal data collection instruments were used: a measure of role strain, semantic differential, and a measure of decision making criteria. The only positive outcomes were: acceptance of the model, the development of curriculum analysis skills, and the dissemination of the materials. (Author/SBE)

ED 054 997 SO 001 831
Alschuler, Alfred S. And Others
Teaching Achievement Motivation: Theory and Practice in Psychological Education.
Education Ventures, Inc., Middletown, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 70
Note—232p.
Available from—Education Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457 (Paperback, $4.95; Quantity Discount, $3.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Achievement Need, Behavior Theories, Educational Psychology, Effective Teaching, Elementary Grades, Individual Development, *Learning Motivation, Learning Processes, Learning Theories, Low Achievement Factors, *Low Achievers, *Motivation Techniques. Secondary Grades, *Student Motivation, Teacher Motivation, Teacher Workshops, Teaching Techniques
Aimed at the classroom teacher directly, this do-it-yourself book describes new techniques for dealing with the challenge of turned-off students. It presents some of the theoretical background for the techniques suggested, and explains how their effects on pupil performance can be measured. It is not a cookbook which prescribes the one best way every teacher should follow. Rather, it aims to encourage those characteristics in teachers, like achievement motivation, curiosity, and adaptability, which most teachers would like to create in their students. The techniques suggested have all been tried out and have been shown to be effective in improving pupil performance. Chapters are: 1) Achievement Motivation and Psychological Growth; 2) Achievement Motivation Workshop for Teachers; 3) Motivation in Classrooms; and 4) Achievement Training for Students. A series of appendices contain instructions for organizing an achievement workshop with teachers, administrators, etc. For instructional purposes, the program for teaching achievement motivation would consist of this text plus an accompanying set of student and teacher manuals and game materials. (Author/JLB)

ED 054 998 SO 001 842
Haavelsrud, Magnus
Development of Concepts Related to Peace and War: An International Perspective.
Washington Univ., Seattle. Coll. of Education.
Pub Date 7 Sep 71
Note—25p.; Paper presented at Annual Conference, American Psychological Association, Washington, D.C., September 7, 1971
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Childhood Attitudes, *Communications, Concept Formation, *Mass Media, Political Attitudes, *Political Socialization, Research Projects, *Socialization, Student Attitudes
Identifiers—Peace, *War
This paper reports the author's research on the relative impact of various communication structures, particularly the mass media, on the formation of attitudes regarding war and peace, and the relationship of these source ratings to age and sex. The sample consisted of 611 randomly selected public school students from grades 5, 7, 10, and 12 in Vancouver, Canada. Methodology involved the administration of a series of open-ended questions measuring the individual's orientations to several different war-peace concepts, and the amount of influence each of a variety of potential sources had on each orientation. Six-point scales were utilized to examine the influence of: family members, friends, home TV, radio, newspapers, magazines, books, movies, teachers, textbooks, school movies, school TV, minister, and content of religion. Among other findings reported were: 1) ratings of the utility of various sources tend to differ mainly between the concepts of the word war and the causes of war, on the one hand, and the remaining concepts on the other; 2) TV at home has the highest utility for all concepts; and, 3) in the upper grades, TV at home is only of secondary importance for several concepts, magazines and newspapers assuming greater influence. The author states that there is a need for further research on why certain sources are of more utility than others for certain orientations. (JLB)

ED 054 999 SO 001 855
Gross, Richard E. De La Cruz, Leonardo
Social Studies Dissertation 1963-1969.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—285p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Abstracts, Bibliographies, *Classroom Research, *Curriculum Research, *Doctoral Theses, *Educational Research, Learning, Research Reviews (Publications), *Social Studies, Teacher Education, Teacher Evaluation
This compendium of 216 abstracts updates Walter E. McPhie's "Dissertations in Social Studies Education" published as Research Bulletin number 2 by the National Council for the Social Studies, 1963. In the introduction, the authors analyze and comment on the direction of social studies research. Abstracts with bibliographic data and microfilm order numbers are arranged by level within general topics: administration; curriculum; instruction; cognition and learning; teacher education and teacher evaluation; general. Subject and author indexes are included. (VLW)

ED 055 000 SO 001 857
Smith, Arthur L. And Others
How To Talk With People of Other Races, Ethnic Groups, and Cultures.
Trans-Ethnic Education/Communication Foundation, Los Angeles, Calif.
Report No—Monogr-1
Pub Date Jun 71
Note—43p.
Available from—The Trans-Ethnic Education/Communication Foundation, Post Office Box 24740, Los Angeles, California 90024 ($2.25; Quantity Discounts)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Communication Problems, Communication Skills, Cultural Awareness, Cultural Differences, *Cultural Factors, *Ethnic Relations, Human Relations, Interaction, *Intercommunication, *Intergroup Relations, Mexican Americans, Negroes, Pamphlets, Race Relations, Verbal Communication
This monograph is written from the interdisciplinary/intercultural perspectives of a black communications expert, a Chicana (Mexican American) sociologist, and a white educational innovator. It presents a discussion of the basic problems and positive features of communication across racial, ethnic, and cultural boundaries. It first considers why we need transracial communication at all, then moves to a discussion of the fundamentals of transracial communication-- attitudes behind words, the sizing-up process, stereotypes, and accepting each other's humanness. The next sections consider how cultures can affect this communication, and specific examples such as differing concepts of time, and dissimilar attitudes about the family are touched upon. The practice of labeling Spanish speaking students as Educable Mental Retardates is treated in the "-Parable of the EMR" which intertwines the Spanish and the English languages. Finally, some guidelines for better communication across these boundaries are outlined. A short list of references is included. (JLB)

ED 055 001 SO 001 866
Report and Summary: Conference on the Geography of the Future.
Institute of International Studies (DHEW/OE), Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Jun 70
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, *Developing Nations, Developmental Programs, Directories, Educational Administration, *Educational Development, *Educational Programs, Elementary Education, *Federal Aid, *Foreign Countries, General Education, Higher Education, Home Economics Education, Professional Education, Secondary Education, Surveys, Technical Education, Vocational Agriculture
Identifiers—Africa, *Agency for International Development, AID, Asia, Latin America
This survey presents the scope of the program of the Agency for International Development in the field of educational assistance to certain of the developing countries in the East Asia region and Vietnam, Near East and South Asia, Africa, and Latin America region. It revises and updates previous surveys completed in 1966, 1968 and 1969. Contractors names, project identification data, objectives and description, and expenditures and progress to date are given for each project. They are generally concerned with these areas of education: general, technical, vocational agriculture, home economics, elementary, secondary, professional and higher, fundamental and adult, and administration. (VLW)

ED 055 002 SO 001 874
Haskell, Mark A.
The New Careers Concept. Potential for Public Employment of the Poor.
Columbia Univ., New York, N.Y. Urban Center.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 69
Note—139p.; Praeger Special Studies in U.S. Economic and Social Development Series
Available from—Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, New York 10003 ($10.00)
Document Not Available from EDRS.
Descriptors—*Economically Disadvantaged, Economic Disadvantagement, Government Employees, *Health Occupations, Health Services, *Hospital Personnel, Job Development, Job Skills, Job Training, Labor Economics, Labor Market, Manpower Development, *Manpower Utilization, *Minority Groups, Paramedical Occupations, Professional Occupations, Promotion (Occupational), Public Policy, Skilled Occupations
Identifiers—*New Careers, New York City
This volume is one of the products that emerged from Project Labor Market, a study financed by the City of New York's Human Resources Administration to investigate the relation between poverty and the job market in New York City. Although focused on that city, the project's specific aim was to determine how a labor market policy could and should be developed to help in the eradication of poverty throughout the nation. Though this book may be described as a general attempt to explore the need for and possibilities of job redesign in New York City Government, its principal focus is on the largest employer within this governmental unit--the Department of Hospitals. In Chapter I, the study examines labor supply and demand factors in the health field generally and in the municipal hospital system, in an attempt to explain the reasons for persistent vacancies in skilled and professional positions. Chapter 2 sets forth the new careers concept and its relevance to health services. Some of the specific applications of the concept are examined and evaluated on the basis of their accomplishments. On the basis of this examination, a proposal for a systematic redesign of the municipal hospital occupational structure is set forth in Chapter 3. Chapter 4 presents data on vacancies in other city agencies and examines the applicability of the new careers concept for these agencies. (Author/JLB)

ED 055 003 SO 001 879
Yazzie, Ethelou, Ed.
Navajo History. Volume 1.
Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.
Pub Date 71
Note—102p.
Available from—Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona 86503 (Paperback, $6.00; Hard Cover, $12.00)
Document Not Available from EDRS.
Descriptors—*American Indian Culture, *Ethnic Origins, *Ethnic Studies, *Legends, Literature, Mythology, Religion, Social Studies, Tales, *United States History
Identifiers—*Navajos
This volume, an account of the prerecorded history of the Navajos, is the first of a series of two volumes. (Volume 2 will take up recorded history.) From the knowledge of verbal literature supplied by Navajos themselves, this composite was completed to help alleviate the lack of materials on Navajo culture. Consensus, the authors point out, was not an easy task, since there are many different versions of the origin of the Navajos and of the accounts of the various underworlds. Numerous drawings and photographs illustrate this beautifully told story of the creation and origin of the Navajos. (JLB)

ED 055 004 24 SO 001 881
Swirski, Shlomo
Changes in the Structure of Relations Between Groups and the Emergence of Political Movements: The Student Movement at Harvard and Wisconsin, 1930-1969. A Thesis.
Spons Agency—Office of Education (DHEW), Washington D.C.
Bureau No—BR-O-E-068
Pub Date 71
Grant—OEG-5-70-0023(509)
Note—298p.; Ph.D. Dissertation, Michigan State University
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Activism, College Students, Doctoral Theses, Educational Change, Higher Education, Historical Reviews, Political Attitudes, *Political Influences, Political Issues, Political Power, Power Structure, Role Theory, *Social Action, *Student College Relationship, Student Participation, *University Administration
This study presents a theoretical approach to the study of the emergence of movements for political change. It was postulated that changes outside the university role set --industrial systems development, political, military, scientific competition between the United States and Soviet Union-- brought about the following structural changes within the American university: 1) an increasing involvement of the university in national decisions; 2) an increase in the size of the student body; 3) an increase in the heterogeneity of the student body; 4) an increase in the duration of the student role; and, 5) an increase in the necessity to attend college. The structural changes were used to explain changes in the political expectations and activity of students: 1) rejection of traditional authority in student affairs; 2) desire for voice in decisions making; and, 3) rejection of the concept or image of students as immature citizens. Aggregate data on the structural variables were gathered from national statistical sources and from the archives of the two schools. Data on student expectations and patterns of political activity were gathered from a content analysis of the school papers: The Crimson and the Daily Cardinal. It was found that gradual structural changes started in the forties, were accentuated in the fifties, then followed by abrupt simultaneous changes in student expectations and activity in the sixties; this constituted a genuine student movement for political change. (Author/SBE)

ED 055 005 24 SO 001 883
Livingston, Samuel A.
Effects of a Legislative Simulation Game on the Political Attitudes of Junior High School Students.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-114
Bureau No—BR-O-E-068
Pub Date Sep 71
Grant—OEG-2-7-061610-0207
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Games, Curriculum Research, *Democracy, Educational Games, Junior High School Students, *Political Attitudes, Political Science, Political Socialization, Secondary Grades, *Simulation, *Social Studies
Identifiers—*Democracy Simulation Game
This report, prepared by the Academic Games program of the Center, investigates the effects of the game Democracy on the political attitudes of junior high school students through two studies. The game focuses on the process of log-rolling, which the players, assuming the role of congressmen, quickly discover to be the most effective way to satisfy their simulated constituencies. Both studies were designed to test the same four hypotheses: 1) playing Democracy will cause students to be less disapproving of congressional log-rolling; 2) playing the game will increase students' feelings of political efficacy; 3) playing Democracy will increase the students' interest in politics and the legislative process; and, 4) the previously mentioned changes in attitude will be positively correlated with understanding of the game. The subjects were 8th and 9th grade students from neighboring schools near Baltimore. Measurement instruments were the same for the two studies. The results of both studies clearly support the first hypothesis. The results for the second hypothesis were not so clear--in both studies the differences are in the projected direction, but in one study they are not statistically significant. The third hypothesis is not supported. And finally, attitude change was not positively correlated with understanding of the game. (Author/JLB)

ED 055 006 SO 001 885
A Selected Bibliography on International Education.
Foreign Policy Association, New York, N.Y.
Pub Date Mar 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Cross Cultural Studies, Current Events, Elementary Grades, Environmental Education, Foreign Policy, Foreign Relations, *International Education, Resource Guides, Secondary Grades, *Social Studies, Technological Advancement, *World Affairs, World Problems
Identifiers—*Futurology, Peace, War
This unannotated bibliography is divided into four major sections; 1) General Background Readings for Teachers; 2) Approaches and Methods; 3) Materials for the Classroom; and, 4) Sources of Information and Materials. It offers a highly selective list of items which provide wide coverage of the field. Included are items on foreign policy, war and peace, technology and world power, the future, and world survival. Books, articles, and other materials range from 1965 (one item) through 1971. Section 4, Sources of Information and Materials, is a directory of institutional and printed sources, which is divided into the following sections: Africa, Asia, Latin America, Middle East, Current Issues, Futures, and World Affairs. (JLB)

ED 055 007 SO 001 926
Metcalf, Lawrence E., Ed.
Values Education: Rationale, Strategies, and Procedures.
National Council for the Social Studies, Washington, D.C.
Pub Date Jun 71
Note—225p.; 41st Yearbook
Available from—National Council for the Social Studies, 1201 Sixteenth Street, Washington, D.C. 20036 (Paperbound, $5.00; Clothbound, $6.50)
Document Not Available from EDRS.
Descriptors—Academic Freedom, Affective Behavior, Affective Objectives, Cognitive Objectives, *Conflict Resolution, Educational Strategies, *Ethical Instruction, Ethics, *Evaluative Thinking, Individual Development, Interviews, Models, Problem Solving, Programed Units, *Social Studies, Teaching Techniques, *Values
Identifiers—Value Analysis, *Values Education
The purpose of this yearbook is to assist instructors with problems in values education. It attempts to deal essentially with the application of cognitive content to the affective domain. Chapter 1, Objectives of Value Analysis, examines the logic of value judgement and justification and concludes that there are three legitimate objectives: 1) helping students make rational and defensible value judgments; 2) helping them develop the skills and dispositions required; and, 3) teaching them how to resolve value conflict between themselves and other members of a group. Chapter 2, Teaching Strategies for Value Analysis, discusses ways in which teachers might conduct value analyses to secure these objectives. The strategies are grounded in ego development theory, the implications of which are also discussed. Chapter 3, Procedures for Value Analysis, describes two teaching procedures, the Rudimentary and the Extended Procedure, as well as two pictorial models of value analysis which form the basis of the procedures. Teacher-student interviews are involved in most of the steps of the two procedures; details of the personal interview are presented in an appendix. Also appended is a programmed text for teaching the terminology, basic structure, and use of the simple value model of the Rudimentary Procedure. Chapter 4, Resolving Value Conflicts, emphasizes operations the teacher and student can perform. (Author/DJB)

ED 055 008 SO 001 931
Barr, Robert D., Ed.
Values and Youth.
National Council for the Social Studies, Washington, D.C.
Pub Date 71
Note—121p.
Available from—National Council for the Social Studies (NEA), 1201 16th Street, N.W., Washington, D.C. 20036 ($2.75)
Document Not Available from EDRS.
Descriptors—*Affective Objectives, Curriculum Development, Generation Gap, Resource Guides, Secondary Grades, *Social Problems, *Social Studies, Teacher Role, *Values, *Youth, Youth Problems
Identifiers—Values Education
Every social studies teacher must consciously move to relate his course to the value dilemmas of youth and the value-laden issues of our time. A variety of writings by youth have been included to serve as source materials for classroom teachers and to provide significant insights into the values of youth. The section, Values in the Classroom: Instructional Guidelines for Teachers, contains selections from: The Teacher's Role in Value Issues by Fred M. Newman: Seven Value-Clarifying Strategies for Teachers by Sidney B. Simon; Unit Outline and Descriptions of Teaching Materials by Donald W. Oliver and James P. Shaver; and, Values in the Classroom by Frederick R. Smith and C. Benjamin Cox. A selected bibliography, list of films, and practical learning activities conclude the pamphlet. (VLW)

ED 055 009 SO 001 938
Toward Balanced Growth: Quantity With Quality
Executive Office of the President, Washington, D.C.
Pub Date 4 Jul 70
Note—218p.; Prepared by the National Goals Research Staff
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Consumer Economics, Developed Nations, Economic Development, *Educational Needs, Educational Objectives, Educational Quality, *Environment, Environmental Influences, Government Publications, National Programs, Natural Sciences, Objectives, *Population Trends, *Technological Advancement
Identifiers—*United States
This report by National Goals Research Staff, established by President Nixon, is designed not as a listing of specific national goals to be sought but as a springboard for discussion and an aid to decision. It does not presume to say what our choices should be. Rather, it defines the questions, analyzes the debates, and examines the alternative sets of consequences concerning: population growth and distribution; environment; education; basic natural science; technology assessment; consumerism; and, economic choice and balanced growth. It is preceded by two other Federally sponsored Goals Reports produced since 1960: "Goals for Americans", 1960, the report of President Eisenhower's Commission on National Goals; and "Toward a Social Report", (SO 001 841) sponsored by the Department of Health, Education and Welfare, 1969. (Author/VLW)

ED 055 010 SO 001 939
Project Canada West. Urbanization as Seen Through Canadian Writings.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date Jun 71
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Development, *Environmental Education, Interdisciplinary Approach, Literature, *Literature Programs, Projects, Self Concept, Senior High Schools, Social Problems, *Social Studies, Urban Culture, Urban Environment, *Urbanization, *Urban Studies
Identifiers—Canada, *Project Canada West
Facing the reality that students have become very aware of their environment and the problems we face merely to survive, and being aware of the alienation of a person as urbanization increases, the project staff decided to develop a curriculum to examine the urban environment through the works of Canadian writers, poets, novelists, etc. In this way, tenth, eleventh, and twelfth grade students could confront some of the major concerns; become involved personally, though vicariously, in the lives and situations of individuals; and, learn about himself, his place, his role in urban society, and his Canadian literary heritage. The content selection and compilation of the writings was from a national point of view related to all parts of Canadian urbanization. The materials accumulated or referred to them during six months are included here in various categories taking into consideration the physical and human elements of each work: 1) Faces of the City: descriptions, rejection of and attraction to the city; 2) Faces in the City: dwellers life styles, reactions, age, ethnic groups, city natives; 3) Poverty; 4) Handicapped; 5) Social Pressures; and, 6) Pollution. The material discussed is very flexible to allow for survey studies city or local studies, or intensive area studies of urban regions; and, may be used as supplementary material or as primary content. A progress report, a proposal for a sub-project, and a budget are also included. (Author/SBE)

ED 055 011 SO 001 940
Allen, Charles L. *Burke, Marguerite V.*
Project Canada West. Identity in a Canadian Urban Community.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date Jun 71
Note—156p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Objectives, Cognitive Objectives, Community Study, Concept Teaching, Conceptual Schemes, Curriculum Design, Curriculum Development, Elementary Grades, Ethnic Studies, Inquiry Training, *Interdisciplinary Approach, Models, Projects, *Self Concept, Senior Citizens, Social Problems, *Social Studies, Urban Culture, *Values
Identifiers—Canada, *Project Canada West, Structure of Knowledge, Values Education
The overall objective of this project is to develop an interdisciplinary social science curriculum to encourage elementary school children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to continuing Canadian concerns; and, to examine his own identity and values, the identity of others, and his relationship with others in society. The child is challenged to develop an understanding of Canadian society which is pluralistic,

economically and strategically exposed, divided regionally, and rapidly becoming urbanized. Contact experience with the inquiry approach should help the student to define soical issues, select and implement appropriate modes of inquiry, interpret data, and propose solutions. The basis for the curriculum development is Dr. T. Aoki's Curriculum and Instructional Design Model. The development system is based on the cultural content consisting of disciplined knowledge, or John I. Goodlad's funded knowledge', and nondisciplined knowledge referring to value concepts adopted by a society as described by Goodlad's conventional wisdom. The authors have attempted to identify the major Canadian values and outline them in a conceptual framework. An Intended Learning Outcome matrix is also described. Examples of sequential learning experiences are given, including interviews and field trips, and the "Wilson Retirement Plan" simulation game is explained and evaluated. (Author/SBE)

ED 055 012 SO 001 943

Project Canada West. Inner City Project: Student Initiated Research into Problems of the Inner City.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Citizenship, Communication Skills, Concept Teaching, Conceptual Schemes, Curriculum Design, Curriculum Development, Inner City, Inquiry Training, *Interdisciplinary Approach, Mass Media, Political Socialization, *Problem Solving, Projects, Secondary Grades, Senior High Schools, Social Problems, *Social Sciences, Student Research, *Urban Studies

Identifiers—Canada, *Project Canada West, Structure of Knowledge

This project is in the process of developing a new curriculum, which they hope will provide senior high school inner city students with the requisite knowledge, skills, and attitudes that will enable them in later life to participate effectively in the political life of their community. Specific cognitive objectives include: 1) knowledge of the major organizing concepts and modes of inquiry of the social science disciplines and the ability to use the concepts to explain urban phenomena; 2) to understand the nature of problem solving and possess the skills; and, 3) to understand and use media and develop communication skills. The affective objectives are: 1) to value different viewpoints on problems; 2) confidence in ones own political efficacy; and, 3) concern and involvement in the future of the inner city community. The material compiled by this date has been drawn from: Edward Fenton's Teaching the New Social Studies in Secondary Schools; and, Martin Feldman and Eli Seifman's The Social Studies: Structure, Models, and Strategies. An article by Joseph Schwab on structure is reviewed here, followed by a brief examination of the disciplines. Next, the findings and views of three researchers on problem solving are reviewed: B.B. Hodgins, G.S. Fulcher, and G.B. Cohen. D.K. Berlo's S-M-C-R model and Wilbur Schramm's model of the communication process are summarized, followed by an extensive bibliography. A list of materials to be developed is appended. (Author/SBE)

ED 055 013 SO 001 944

Project Canada West. Canurgo (Canadian Urban Government).

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date 71

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Government, Civics, Community Study, Concept Teaching, Curriculum Development, Discussion (Teaching Technique), *Educational Games, Local Government, Political Influences, Political Issues, Political Power, Political Science, Problem Solving, Projects, Secondary Grades, *Simulation, *Social Studies, Student Research, Urbanization, *Urban Studies

Identifiers—Canada, *Project Canada West

The curriculum material the Nanaimo District Senior High School curriculum development project is designing is based on the City of Nanaimo and its environs. The problem selected for their substantive research is the socio-political process in a growing city including the role and impact of: 1) civil service, elected officials, voters, and interest groups on the local government; and, 2) the relationship between the external political system and the citizen needs and wants in the core city. The many community resources and research reports to be used by the staff in the two parts of their research are enumerated here, and three questionnaries developed to survey student and citizen interest and knowledge of municipal government, and group influence on local government are also included. The overall objective of this research is to design a simulation game. It would be composed of a basic package which would describe the demographic characteristics of an hypothetical city with several surrounding suburban development. Students would role play the part of individuals with identified residence, sex, age, occupation, home owning status, and net annual income. The second part of the game would consist of a series of problems and problem solving activities. The game would be followed by discussion and analysis of general concepts dealt with and/or student research in the community. A progress report is appended. (Author/SBE)

ED 055 014 SO 001 946

Project Canada West. Pressure Groups and the Urban Community.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Government, *Civics, Curriculum Development, Governmental Structure, Inquiry Training, Interdisciplinary Approach, Local Government, Political Issues, *Political Power, Political Science, Political Socialization, Problem Solving, Projects, Secondary Grades, *Social Sciences, Student Attitudes, Surveys, *Urban Studies

Identifiers—Canada, *Project Canada West

This project's study of pressure groups in Canadian urban government proposes the development of an interdisciplinary social science cirriculum for the secondary school student in grades 9 through 12 which would give meaningful perspective toward the various decision-making structures and processes. Other major objectives are: 1) to enable the student to perceive the nature, development, and significance of political issues; 2) to develop problem solving skills in analyzing and comparing political issues; and, 3) to develop inquiry skills using case studies, and media. A preliminary questionnaire survey was conducted with Lethbridge and Coaldale, Alberta students: 1) to discover when and why student's social and political alienation occurs at various decision-making levels: family, peer group, student council, city government, or provincial government; 2) to gain insight into the degrees students think they understand the decision-making processes at these levels; 3) to discover the students level of concern or interest, and the degree of influence they think they have regarding these structures; and 4) to look at the political and governmental knowledge. The results and interpretations are given concerning the overall positive attitudes yet demonstrated lack of knowledge of the functions of the political system. A framework and list of generalizations regarding the curriculum are given along with an outline of materials to be developed, and a selected bibliography. (Author/SBE)

ED 055 015 SO 001 947

Project Canada West. Canadian Environmental Concepts.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, City Problems, Concept Teaching, Curriculum Development, *Ecology, *Environmental Education, *Human Geography, *Inquiry Training, Interdisciplinary Approach, Natural Sciences, *Pollution, Projects, Secondary Grades, Social Sciences, Urban Environment

Identifiers—Canada, *Project Canada West

The overall objective of the curriculum development project is to develop a general high school level interdisciplinary course on environment studies. This potential five to ten month course is outlined as follows: ecology, water pollution, air pollution, noise pollution, population, socioeconomic implications, and resource management. The general intended learning outcomes listed are: 1) to understand the changing role of man in Canada with respect to his relationship with the ecosystem; 2) to have a better understanding of the natural and unnatural states of the environment; 3) to understand how an excess or deficiency of materials affects man and the ecosystem; 4) to understand the geographical implication of pollution with reference to physical and political boundaries; 5) to form an inquiry approach to modern simulations; 6) to develop an understanding of the need for a balance between economic and recreational needs of man; 7) to understand the attitudes of people; 8) to learn laboratory techniques applicable; 9) to understand the effect of urbanization in creating an unnatural ecosystem; and, 10) to have the student examine and develop his own value system. The course outlines, concepts, and intended outcomes are included for only the first two units on ecology and water pollution, along with a project status report and the evaluation intentions. (Author/SBE)

ED 055 016 SO 001 948

Project Canada West. Indian/Metis Project.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indian Culture, Curriculum Development, Elementary Grades, *Ethnic Studies, Group Instruction, Human Relations, Individualized Curriculum, *Inquiry Training, *Multimedia Instruction, Projects, Racial Discrimination, Role Playing, *Social Studies

Identifiers—Canada, Metis, *Project Canada West

There are two parts to this curriculum development project. Project A is briefly described here as the development resource book, at an adult level, to serve as a primary source of information for teachers concerning the views and feelings of Indians and Metis peoples in modern society. A teacher's guide, curriculum unit and multimedia kit will be developed in Project B for use with students in the age range 10 through 12. The suggested intended learning outcomes and inquiry techniques are: 1) to give students a knowledge of Indian/Metis contributions to the world and Canada; 2) to reduce stereotypic and prejudicial thinking through role playing, simulation games, and discussion; 3) to assist in the realization of differences between people by investigating color, language, religion, customs, and cultural conflict; 4) to encourage active participation by using group study and individual open-ended study materials; and 5) to develop knowledge of Indian/Metis history by providing factual information and encouraging the reading of novels and other materials. The project has been able to focus on the most relevant materials by using a survey of literature presented here on prejudice, discrimination, and attitude change. A very brief outline of the content of the kit is given along with a project progress report. (Author/SBE)

ED 055 017 SO 001 949

Project Canada West. Canadian Urban Dynamics: A Model for Student Involvement in the Urban Setting.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, City Planning, *Community Study, Concept Teaching, Ecology, *Environmental Education, *Field Experience Programs, Individual Development, Interdisciplinary Approach, Projects, Secondary Grades, Simulation, Socialization, Social Sciences, Urban Culture, Urban Environment, *Urban Studies

Identifiers—Canada, *Project Canada West

This is a progress report of a project in the process of developing an interdisciplinary secondary school curriculum on the Canadian urban environment. The primary goal is to encourage constructive involvement in urban life and community decision-making, and develop a personal and social competence that will engender a greater commitment to the city which is growing

and changing. The concepts come from a variety of disciplines: 1) anthropology; 2) civil engineering: services and utilities; 3) ecology: the ecosystem and the utilization of resources; 4) economics: growth, role of the city, and business; 5) landscape architecture: site, ecology, aesthetics; 6) political science: decision-making, political history of the city; 7) psychology: the individual, communication, social interaction and self concept; and, 8) regional planning: the interdependence of communities. Breifly, the intended learning outcomes include intellectual concepts, knowledge, and attitude change. The project staff has been working with students to develop and organize activities to cause such change or nourish positive attitudes in order to cope effectively within the community. Simulation games were tried, and work-studies in the community began. Intuitively, the students related their work to the social sciences. The games used and the sources of information for the staff area appended along with the future plans of the project. (Author/SBE)

ED 055 018 SO 001 950

Project Canada West. Five to Nine: Urbanization and the Social Studies Curriculum for the First Four Years (K-3) of Canadian Schools.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, Curriculum Development, Elementary Grades, *Environmental Education, Individual Development, *Inquiry Training, Kindergarten, Literature Reviews, Self Concept, Self Esteem, Socialization, *Social Studies, Urban Environment, Urbanization, *Urban Studies, *Values

Identifiers—Canada, *Project Canada West, Values Education

The Powell River Project proposes in this progress report to design a curriculum with the Canadian urban environment as a major focus promoting cognitive and affective learnings that are verifiably appropriate using a team of primary teachers as designers. Activities and experiences will be selected which lead the child to learn his role in society; understand the relationship between groups, the interdependence of people and institutions, and, how they are affected by urbanized environments; and, develop self concept, self esteem, and a sense of individual responsibility. The criteria for the selection of teaching strategies and activities are outlined: practice and development of intellectual skills, diversity of techniques, open classroom climate, active decision-making, use of inquiry techniques, and free concept and value formation. Criteria for the structure of the materials are also given. To begin, the project reviewed relevant literature on: urbanization, child psychology and learning theory, structure and strategy in the social studies, printed teaching and learning resources, and current and projected social studies curricula for the Canadian provinces. The findings are summarized here and the bibliography is appended. Also appended are: 1) a summary of an inventory of knowledge skills and attitudes of kindergarten children; and, a study of the understanding of the elementary children of Powell River concerning their civic election. (Author/SBE)

ED 055 019 SO 001 951

Project Canada West. A Study of Urban Rural Transition.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Change, Community Study, Concept Teaching, Curriculum Development, Information Theory, Inquiry Training, Multimedia Instruction, Prediction, Projects, Secondary Grades, Social Change, Socialization, *Social Studies, Social Systems, Sociocultural Patterns, Student Research, *Systems Approach, Urban Culture, *Urbanization, *Urban Studies

Identifiers—Canada, Historical Methods, *Project Canada West

Project SURT, The Study of Rural-Urban Transition, deals with the dynamics of Canadian society. The interdisciplinary curriculum to be produced will be instrumental in assisting tenth and eleventh grade students in two or three months, to assess the changes which are occuring in selected Canadian Communities, and to gain some proficiency in predicting those changes. This report is primarily concerned with their study of urbanization which may be characterized by a continuum proceeding from an intact community to a megalopolis with urbanization as: socialization, change, migration, and as urbanism or a way of life. A sociocultural dynamics approach will guide the development and includes ideas from communication theory and sociocultural systems theory, and places the theoretical emphasis upon a cybernetic-communications model; other approaches studied by the project are summarized in an appendix. As a result, three important concepts are: 1) systems: role taking and role making; 2) variation in behavior, human values, cultural contexts, and belief systems; and, 3) traditional behaviors. The major student behavioral changes anticipated are: 1) preference for a problem solving approach; and, 2) social insight, tolerance, participation, cooperation, and community attitude. Instructional materials will be multimedia and comparative and historical inquiry methods will be used. Student research tools and a bibliography of references and films are appended. (Author/SBE)

ED 055 020 SO 001 952

Project Canada West. Face of the City: How to Look at Your Urban World.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Art Education, *City Planning, Community Study, Concept Teaching, Curriculum Development, Discovery Learning, *Environmental Education, Interdisciplinary Approach, Literature Reviews, Projects, Secondary Grades, Sequential Programs, *Social Studies, Student Research, Urban Environment, *Urban Studies, Visual Arts

Identifiers—Canada, *Project Canada West

The broad area selected by the Calgary Project was the development of a curriculum on urban aesthetics. During their work in 1970-71, they concluded that the best way to develop visual awareness was through the conceptual development of the visual components or the images and elements of design in terms of human values of urban areas. The modular units will be entitled: 1) Portals: points of access; 2) Skyline and Profile; 3) Focal Point and Landmarks; 4) Nodes: strategic points, gathering places; 5) Pathways: streets, rivers, railroads; 6) Edges and Entities: city segments; and, 7) Aura and Pulse: total sensual impressions. The elements of design are: scale, color, line, form, texture, and motion. The total program could range from five to ten months. The material should be suitable for any learner above the sixth grade level in several existing subject areas: art education, social studies, sociology, geography, home economics, and environmental studies; to a lesser degree in: design studies, building arts, and history. The learning experiences of a unit will be entirely self-contained in a kit which will provide the basis for open inquiry on the topic. The open-ended student-directed investigation activities in his community should involve application of the unit to the school, the home, the neighborhood, and then the entire city. The expansion of the curriculum framework was influenced by a review of the works of urban designers included here. (Author/SBE)

ED 055 021 SO 001 976

McInnis, Noel F.

Teach the Earth Whole.

Pub Date Sep 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Objectives, *Curriculum Development, Ecology, Educational Objectives, Elementary Grades, *Environmental Education, Essays, Higher Education, *Interdisciplinary Approach, Projects, Resource Guides, Secondary Grades, *Social Studies, Synthesis, *Systems Approach

The author states that our present teaching methods tend to foster a common intellectual skill: thinking the world to pieces, and that while this skill is very essential, it is only half of understanding. Our planet functions not according to a program of technological reductionism, but as a gestalt, and we are in desperate need of perceiving it that way and behaving accordingly. Therefore, we must develop a new curriculum to complement the existing one--a curriculum for teaching the earth whole. A number of programs and projects are emerging which will enable us to do this. The author briefly describes some of these efforts: 1) the multidisciplinary program, Total Educati in the Total Environment; 2) a similar project now underway in Putnam and Westchester Counties in New York; 3) the program of the Institute for Environmental Education in Ohio; and, 4) the college curriculum Man and Environment. Names and addresses of those to contact for further information about each program are provided. (Author/JLB)

SP

ED 055 022 SP 004 786

Short, Edmund C.

A Review of Studies on the General Problem of Knowledge Production and Utilization.

Pub Date [70]

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Feedback, Information Dissemination, *Information Retrieval, *Information Science, *Information Utilization, Research Criteria, *Research Methodology, Research Needs, *Research Utilization

The growing complexity of society has resulted in increased attention to the problem of knowledge production and utilization. This review of the scholarship pertaining to this subject traces the topic in its most general sense. Three fields of interest have received attention from researchers: 1) the relation of research to practice; 2) the nature of knowledge production; and 3) the nature of knowledge utilization. Little information is available about the first. Claims to validity for specific conceptions may differ between the researchers and the practitioners, and if research is to have an impact on practice, some disciplined study of the task and needs of the practitioner must be undertaken. In the field of knowledge production, researchers have asked a wide variety of questions and applied various methods of study in education, sociology, and science. This research literature must stand the tests of critical review and organized synthesis to become valid knowledge in the general sense. The utilization of knowledge needs to be more fully understood if it is to be effective. Techniques for locating and retrieving information have been developed but have not been as successful as expected because they are not always related to the user's understanding and needs. A bibliography of 98 items is included. (MBM)

ED 055 023 SP 004 787

Short, Edmund C.

Knowledge Production and Utilization in Curriculum.

Pub Date Feb 71

Note—51p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum, *Curriculum Research, Information Utilization, *Research Needs, *Research Utilization

Identifiers—*Zetetics

The intent of this paper is to examine several dimensions of knowledge production and utilization in curriculum. Attention is given to what sorts of knowledge the field requires, the form it must take to be effectively utilized, and the processes by which the required knowledge is created and put into appropriate form. The paper draws upon work by Schwab and Broudy on the use of knowledge in educational practice. Reference is also made to the relationship between knowledge in curriculum and the larger field of zetetics. Discussion of the development of curriculum knowledge in technological form depends chiefly upon studies by Westbury and Oliver. Forms of inquiry in curriculum and the resultant knowledge pool are examined comprehensively. Finally, knowledge utilization concepts from Havelock and applied to linkage of curriculum knowledge and practice. (RT)

ED 055 024 SP 005 146

Haupt, W. Norman

Secondary Level Teachers: Supply and Demand in West Cameroon. Country Study No. 13.

American Council on Education, Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 71

Note—71p.

Available from—Director, Institute for International Studies, 513 Erickson Hall, MSU, East Lansing, Michigan 48823 ($2.00 single copy; $20.00 series of sixteen)

Document Not Available from EDRS.

Descriptors—Educational Planning, Foreign Countries, Overseas Employment, *Secondary Education, *Secondary School Teachers, Surveys, *Teacher Education, Teacher Employment, Teacher Persistence, Teacher Recruitment, *Teacher Supply and Demand

Identifiers—*West Cameroon

This is one of 15 country studies which together with a final volume of summary and analysis will comprise a comprehensive "Report on the Supply of Secondary Level Teachers in English-Speaking Africa." Each study focuses on determining the likely demand for overseas secondary-level personnel through 1975. Each gives a short description of the country's geographic, economic, and political situation; traces the development of secondary education and makes projections for the future; assesses the present and future supply of secondary level teachers in each field; and draws conclusions as to the resulting demand for expatriate secondary level teachers. A final chapter draws implications and makes recommendations for long-range planning. The West Cameroon study finds that among the states in the series Cameroon, alone, will soon have a surplus of science teachers together with a dearth of art teachers. In general, there will be little need for expatriate teachers after 1975. The greatest hindrance to the production of secondary-level teachers was found to be inadequate and erratic financial support. (Other countries in the series are Botswana, Gambia, Malawi, Lesotho, Swaziland, Liberia, Zambia, Tanzania, Uganda, Ethiopia, Sierra Leone, Ghana, Kenya, and Nigeria.) (RT)

ED 055 025 SP 005 204

Hanson, John W.

Secondary Level Teachers: Supply and Demand in Ghana. Country Study No. 12.

American Council on Education, Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 71

Note—142p.

Available from—Director, Institute for International Studies, 513 Erickson Hall, MSU, East Lansing, Michigan 48823 ($2.00 single copy; $20.00 series of sixteen)

Document Not Available from EDRS.

Descriptors—*Foreign Countries, *Secondary Education, *Teacher Education, *Teacher Qualifications, *Teacher Supply and Demand

Identifiers—*Ghana

This is one of 15 studies of the supply of secondary level teachers in English-speaking Africa. Following an introduction which examines the economic and social development of Ghana, there are four main sections: 1) Probable Growth of Secondary School and Teacher Training College Enrollments Through 1975"; 2) "The Supply of Teachers for Secondary Schools and Training Colleges"; 3) "Needs for Expatriate Personnel on Other Types of Vocational Secondary Level Institutions"; and 4) "Staffing Requirements To Enhance Quality and Permit Diversification in Secondary Education." The study found a rapid expansion of enrollments in primary and secondary schools during the 1960's bringing about crash schemes to provide teachers with minimal training with a resulting decline in academic quality. Many graduates from middle and secondary schools have been unable to find employment and new types of education are being sought which are geared to the employment market and the economic future of the country. Serious imbalances have developed between the production of graduate teachers in social sciences and the arts, and in science and mathematics, and there is still a heavy reliance on nongraduate teachers in some fields. Other countries already covered by these studies are Botswana, the Gambi, Malawi, Swaziland, Lesotho, Uganda, Ethiopia, Tanzania, Liberia, Zambia, Sierra Leone, and West Cameroon. (MBM)

ED 055 026 SP 005 228

Fleming, Theodore B., Jr.

The Consortium of Professional Associations for Study of Special Teacher Improvement Programs. CONPASS: From Its Origins to June 30, 1971.

Consortium of Professional Associations.

Pub Date 30 Jun 71

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consortia, *Professional Associations, *Teacher Education

This document outlines the history and major activities of the Consortium since its origin in May 1966. It began as a grouping of five discipline-oriented associations concerned with conducting and evaluating Office of Education-funded teacher institutes in specific subject fields. The Consortium has since expanded to a membership of 13 professional associations and is involved in all aspects of teacher preparation. The most noteworthy event in the Consortium's history was the "Grove Park Institute" held near Asheville, North Carolina on June 10-15, 1969. This institute generated 11 position reports, 4 resolutions, and 14 proposals, 11 of which were funded by USOE. Although the Consortium lost its USOE support in May 1971, it will continue on an ad hoc basis to coordinate the action projects which resulted from the Grove Park Institute. (The report includes a list of Consortium board members and an annotated bibliography of Consortium publications.) (RT)

ED 055 027 SP 005 237

Haley, Frances, Comp.

Colorado Innovates: A Directory of Alternative Teacher Education Programs.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Colorado Commission on Higher Education, Denver.

Pub Date Aug 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, *Disadvantaged Environment, *Educational Innovation, *Inservice Teacher Education, *Teacher Education

This directory lists innovative teacher education programs at all institutions of higher education in Colorado as well as many public schools. Initial contact was with the dean of the school of education or chairman of the education department, followed by interviews with other staff members. Although there are probably programs in the state not included, those listed suggest the variety of approaches being used. The information provided for each of the 14 programs includes the title, budget, number served, level served, objectives, description, evaluation, special features, and names of contacts. An additional seven programs are listed with brief information and notations on special features. A few programs are included which are not operative at the present time, either because they have not yet begun or have been completed or phased out. They are included because their unique ideas or special contributions to teacher education are believed to be of value. (MBM)

ED 055 028 SP 005 239

Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 9 Jul 71

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Certification, Guidelines, *Interinstitutional Cooperation, *Program Development, Program Evaluation, *State Standards, *Teacher Certification, *Teacher Education

These guidelines and standards supersede those which have been in effect since 1961. They provide for three types of certificates: teacher certificate, administrator certificate, and educational staff associate certificate. For each certificate type there are three levels: preparatory, initial, and continuing. The guidelines provide for colleges, professional associations, and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals. The process standards for development and implementation of programs which are outlined in the body of the document are discussed and interpreted in three appendixes, with particular emphasis given to guidelines for cooperative relationships between participating agencies. (RT)

ED 055 029 SP 005 240

Scates, Malcolm

An Evaluation of P.R.O.B.E. A Program for the Recruitment of Beginning Educators. Part I, Part II, Part III.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Model School Div.

Pub Date Oct 70

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Teachers, Inservice Teacher Education, Interpersonal Competence, Program Evaluation, Reading Instruction, *Teacher Orientation, Teaching Methods, *Urban Schools

Identifiers—Title V EPDA

The major objective of PROBE is to provide the beginning teacher with the support, assistance, and training needed for success during the initial stages of a career in teaching. The program--in the Model School Division--provides a 2-week period of intensive training and orientation prior to the opening of school, continuing individual support and assistance throughout the year, and three 1-day released-time workshops during November, December, and January. The content of the program consists of human relations skills, methods of teaching reading and diagnosing reading difficulties, and resource use. Each stage of the program was evaluated by the three-member staff and 35 participants on its success in these areas. The results of the evaluation questionnaires indicated that the program was largely successful in attaining its objectives. Suggestions for improvement included lengthening the program, providing more direct contact with children, and expanding the program to include all new teachers. A problem noted in participants' reactions was that although all the teachers were new to the Model Schools Division, some had had previous teaching experience and thus had different concerns and interests than the beginning teachers. (The report includes copies of the evaluation questionnaires used and tables of responses to each item.) (RT)

ED 055 030 SP 005 254

Geisinger, Robert W.

Interaction Analysis of Value-Clarification Behaviors.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Pub Date Oct 70

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Observation Techniques, *Interaction Process Analysis, Student Behavior, Teacher Behavior, *Values, *Verbal Communication

To help children use valuing processes, a teacher uses strategies of value clarification. The Flanders' Interaction Analysis Behaviors can be used as a model to construct an instrument for use with value-clarifying responses by teachers. The instrument entitled, "Interaction Analysis of Value-Clarification Behvaiors" (IAVCB) is constructed on this model. As with the Flanders' instrument, all categories are mutually exclusive, yet they include all value talk in the classroom. Teacher Direct Talk includes the categories of 1) lecturing, 2) rebuking or punishing, and 3) dissonant response. Indirect Talk comprises 1) choosing, 2) prizing, 3) acting, and 4) asking questions. Student Talk is classified as 1) response, 2) value indicator, and 3) inquiry. The eleventh category covers silence or confusion. Data are recorded with the IAVCB in the same manner as with the Flanders' instrument. An interaction matrix is then formed using 11 columns, rather than 10, and analyzed in terms of percentages of Teacher Talk and Student Talk. Indirect/Direct ratios can also be computed. (RT)

ED 055 031 SP 005 255
Noonan, John P., Ed.
Designing Doctoral Programs in Education.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Report No—Publ-5
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Counselor Training, Curriculum, *Curriculum Development, *Doctoral Programs, *Education, Educational Administration, *Program Design, Research Skills, School Superintendents, Specialists, Student Personnel Work, Superintendent Role

This report contains nine speeches presented at a Conference on Designing Doctoral Programs in Education held at Kansas State University on June 28-29, 1968. Titles included are: 1) "The Role of Doctoral Programs in Today's and Tomorrow's University"; "Trends in Student Personnel Work: Implications for Graduate Education"; "Research Training in Doctoral Programs in Education: Why, What, and from Whom?"; 4) "Designing Curriculum and Instruction as Part of Doctoral Programs in Education"; 5) "The Doctoral Program for Specialists in Curriculum and Instruction"; 6) "Counselor Education"; 7) "Changing Roles and Performance of the Superintendent"; 8) "Designing a Doctoral Program in Educational Administration"; 9) "New Designs for Adult Education Doctoral Programs." (RT)

ED 055 032 SP 005 258
Jansen, Udo And Others
Educational Values Perceptions and the Student Teaching Experience: Assessing Change in Values Perceptions Which Occur for Student Teachers, University Supervisors, Cooperating Teachers and School Administrators.
Nebraska Univ., Lincoln. Dept. of Secondary Education.
Pub Date Sep 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, *College Supervisors, Comparative Analysis, *Cooperating Teachers, Secondary School Teachers, Student Attitudes, *Student Teachers, Student Teaching, *Teacher Attitudes, Values
Identifiers—Educational Values Perception Inventory, EVPI

The pilot study reported investigated changes in the educational values perceptions of student teachers, university supervisors, and cooperating teachers during the spring semester of 1971 at Lincoln East High School, Lincoln, Nebraska. Subjects included 76 student teachers, 69 cooperating teachers, and 32 university supervisors. The author-developed Educational Values Perception Inventory (EVPI) was administered to all participants as a pretest and posttest. The 56 items on the EVPI were divided into six major categories: philosophy of education, role of teachers, role of students, attitudes toward evaluation of students, teaching methodologies, and curriculum content. Each item was rated by participants on a five-point Likert scale. Scores were computed for both the total test and for each of the six categories; t-tests and F-ratios were used to determine the level of significance. Comparison of pretest scores showed a significant difference between all groups; differences in posttest scores, however, were not significant. Although overall change scores from pretest to posttest were not significant for any group, the greatest amount of change was demonstrated by student teachers, who tended toward greater congruence with cooperating teachers and greater dissonance with university supervisors. All three groups were more liberal on the posttest. On the basis of data from this study, the EVPI has been revised and is being used in further studies. (RT)

ED 055 033 SP 005 259
Carter, Donald E. McCowan, Richard J.
Relevant Variables in Teacher Supply and Demand.
State Univ. of New York, Buffalo. Educational Research and Development Complex.
Pub Date Dec 70
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Trends, *Surveys, *Teacher Employment, *Teacher Supply and Demand, *Trend Analysis
Identifiers—New York State

The shortage of teachers has been discussed for years as a crucial problem. In 1969, the National Education Association estimated that the teacher shortage was 224,200 when a minimum quality criterion was considered. Despite this apparent shortage of "qualified" teachers, decreases in the number of births, and increases in the number of college graduate education majors reveal a trend towards a surplus of available teachers. Although presently the oversupply of teachers is in selected areas, such as secondary social studies and male physical education, projections indicate that surpluses will soon exist in all areas. Rates of increase for education graduates in New York State exceed those of the nation. Thus the problem of teacher suprlus is more acute in this state. Only 60 percent of State University College at Buffalo elementary education graduates were placed in teaching positions in 1970, as compared with 83 percent in 1966. In view of this problem, it is recommended that programs to prepare junior and community college teachers be expanded, that emphasis be shifted from preparing new teachers to improving the competencies of inservice teachers, that admission standards for teacher education programs be modified, and that student advisors at both the high school and college level become more familiar with trends in the demand for manpower. (Author/RT)

ED 055 034 SP 005 262
Nimnicht, Glen Wilson, Dee
A Preliminary Report on an Experimental Training Program for Head Start Teachers and Assistants.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Mar 69
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Independent Study, *Inservice Teacher Education, Job Training, *Microteaching, *Preschool Teachers, Teacher Aides, Teaching Skills, Video Tape Recordings
Identifiers—*Minicourses, Project Head Start

This report covers the evaluation of preliminary field testing of a 1-year experimental training program designed to reach a larger number of Head Start teachers and teacher aides at a lower cost but provide an inservice program that was at least as good as an 8-week college program. The program began with a 4-day workshop for 60 teachers and aides, after which participants recieved 16 inservice training units, which included learning episodes, films of model teachers, and a videotape. After practicing with the materials and viewing the film, teachers videotaped themselves using the learning episode with a group of children and then mailed the tapes to the Laboratory for critiquing. Although subjective evaluation of the program by participants was very favorable, evaluation accomplished through analysis of videotapes and assigning teachers to one of five levels of competence indicated that the program was a failure with 40 percent of the participants, moderately successful. Recommendations for changes included decreasing the number of units used, providing faster critiquing of videotapes, and granting college credit for the course. (An appendix contains an outline of the inservice program and some examples of learning episodes.) (RT)

ED 055 035 24 SP 005 268
Murphy, Patricia D.
Training in Teaching Strategies: An Experimental Project. Final Report.
North Dakota Univ., Grand Forks.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-F-073
Pub Date Aug 71
Grant—OEG-6-70-0039(509)
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Strategies, Microteaching, *Oral Communication, *Student Teachers, *Teacher Education, *Teaching Techniques

This study was to determine if training in teaching strategies would result in use of a wider variety of teaching strategies. In the first training method used, a videotaped model of the strategies was shown to the trainees, and its elements analyzed and discussed. The trainees attempted to reproduce the strategy in microteaching situations. In the second method, trainees were taught the process of creating or triggering teaching behaviors from the observational systems. They planned lessons where specific behavior could occur and tried out the plans in microteaching situations. Three groups of subjects were used: 1) a control group of 34 traditionally prepared student teachers; 2) a didactic group of 27 students; and 3) an eclectic group of 23 students. Tape recordings were used to measure the variety of strategies and were analyzed according to Joyce's System for Analyzing the Oral Communications of Teachers. The mean score on variety of strategies exhibited by the control group. Training of teaching strategies. For student teachers in home economics, the didactic training method was equally as effective as the eclectic method in increasing the variety of strategies exhibited. The study demonstrated that specific training in teaching strategies is effective. (Author/MBM)

ED 055 036 24 SP 005 269
John, Thomas
India's Regional Colleges of Education; A Critical Appraisal.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-E-075
Pub Date Jan 71
Grant—OEG-5-9-455075-006(010)
Note—348p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Foreign Countries, *Program Evaluation, *Secondary School Teachers, *Teacher Education, *Teachers Colleges
Identifiers—India

This study was to discover the impact which the Regional College Teacher Education Program had upon India's secondary education in general and on other teacher education programs in particular. Criteria for evaluation were based on the specific objectives of the three groups of institutions selected: regional colleges, traditional colleges, and university departments of education. Random samples were selected from student teachers, secondary school teachers, faculty of teacher training institutions, and administrators of teacher education programs. The instruments used included four kinds of questionnaires, an observation checklist, and an interview schedule. The study was conducted in three phases: developing and validating criteria and instruments, administering the instruments and collecting the data, and analyzing the data and reporting. The findings indicated that the Indian educational system is almost ready to move toward the development of a model secondary school teacher preparation program, but at present India exemplifies only the worst of educational settings, and Indian secondary schools and training colleges in general impart a mediocre education. The regional colleges, however, do provide a well balanced program, but meet with opposition from the other institutions. The report includes 25 recommendations for improving this situation. The instruments used are included in the document. (MBM)

ED 055 037 08 SP 005 271
Dietz, Thomas S.
An Institute Program Designed To Train Vocational Education and Academic Teachers for the Development of Performance Objectives.
Willingboro Public School District, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0538
Pub Date Feb 71
Grant—OEG-0-9-400538(010)
Note—296p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Objectives, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, *Self Evaluation, *Teacher Education

The institute, developed through a vocational grant, was designed to implement a program of orientation for teachers that would enable them to develop individualized instruction within their home district. The method involved an instructional learning package which enabled all the facets of self-motivation, self-direction, pacing, and self-evaluation to take place in an individualized manner in the classroom. The package could

be validated through a specific task analysis on the part of the teacher. A strong foundation in the writing of behavioral objectives was the basis for the program and enabled participants to carry on an action program of implementation in their home district. The institute had five basic purposes: 1) to orient the participants in the use of behavioral objectives and the construction of student learning packages by utilizing the existing training program developed in Willingboro, 2) to provide individualization on the part of the participants whereby they would progress through 12 segments of instructional learning packets, 3) to provide a broad span of varied learning experiences so that the students could practice self-direction and selectivity, 4) to offer definite suggestions for initiating an action program for the implementation of individualized instruction in the home district, and 5) to conduct a followup survey through the use of an extensive questionnaire. (Author/MBM)

ED 055 038 24 SP 005 272

Murray, C. Kenneth Fitzgerald, Russell

The Effect of Video Taped Modeling Procedures on the Verbal Behaviors of Student Teachers. Final Report.

Concord Coll., Athens, W. Va.; West Virginia Univ., Morgantown.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-C-051

Pub Date Jul 71

Grant—OEG-3-70-0044(509)

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Observation Techniques, *Preservice Education, *Student Teaching, *Teacher Behavior, *Teacher Education, *Verbal Communication

Identifiers—Flanders System of Interaction Analysis

This investigation was designed to determine the effects of a perceptual modeling concept on the verbal behaviors of student teachers in their student teaching experience. The major objectives were 1) to determine the effects on verbal behavior of a videotape versus a verbal presentation of an interaction analysis system, and 2) to identify those behaviors most affected by a perceptual modeling concept of a modified Flanders Interaction Analysis System. The 52 subjects included 14 social studies majors, 14 language arts majors, 14 science majors, and 10 math majors, and they were randomly assigned to experimental and control groups. The subjects were observed in school situations by three observers using a modified Flanders instrument. The interaction analysis raw data were recorded on IBM cards and mean percent scores and ratios for each group were obtained through a special computer program. A multiple t test program was used to compare the selected verbal variables of the groups. The findings indicated that student teachers who received a perceptual modeling concept presentation of interaction analysis during their preservice training showed significantly different verbal behavior in their classroom assignments as measured by a modified Flanders System of Interaction Analysis than those who did not. [Related to ED 048 110.] (MBM)

ED 055 039 08 SP 005 273

Marcussen, Jack I. Calendine, Jerry

Pilot Program for Veterans in Public Service. Final Report.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0888

Pub Date Jun 71

Grant—OEG-0-8-08088-4629(085)

Note—84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Ladders, Disadvantaged Youth, *Paraprofessional School Personnel, Program Evaluation, Teacher Education, *Urban Schools, *Veterans Education

The project was initiated in fall 1968 to conduct a pilot program to prepare returning veterans for careers in education. Eight large city school systems and eight institutions of higher learning took part. Specific objectives were 1) to launch an educational career development program for veterans to be employed in urban schools; 2) to utilize their experience and talents and provide models for ghetto youth; 3) to attract more males into urban education; 4) to expand the successful model of the Teacher Corps into the paraprofessional field; 5) to encourage differentiated staffing in urban schools; 6) to encourage developmental programs utilizing federal, state, and local resources; and 7) to utilize in school assignments the occupational specialties developed by the veterans through military training. Participants attended local colleges on a part-time basis and were also employed by the cooperating school districts as assistants or aides to teachers and other school personnel. Program attrition rates were low, the main reasons given for leaving being financial need, family or home problems, and personal change of goals. The success of the pilot program was evident in its holding power and in the number of completions. It also tested and accomplished two additional objectives: the effecting of multi-agency cooperation and successful application of multiple funding efforts. (MBM)

ED 055 040 SP 005 274

Theimer, William C., Jr., Ed.

Career Opportunities Programs. Improving Opportunities for Success in Education.

University of the Pacific, Stockton, Calif. Lab. of Educational Research.

Spons Agency—California State Dept. of Education, Sacramento.

Report No—R-71-004

Pub Date Apr 71

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indians, *Career Ladders, College School Cooperation, *Disadvantaged Groups, Mexican Americans, *Teacher Education, Urban Teaching, Veterans Education

Identifiers—California

The Career Opportunities Program (COP) is a national priority activity under the Education Professions Development Act of 1967. It is aimed directly at improving a career in teaching with special consideration given to Vietnam veterans. The establishment of career ladders and cooperative relationships with related programs and institutions is an important element of the program. This brochure contains brief descriptions of 13 COP programs throughout California. The descriptions concentrate on objectives, unique features, and linkages with other federal, state, or local programs. Of the 13 programs, 10 are funded by local education agencies, and three by institutions of higher education. (RT)

ED 055 041 SP 005 275

Theimer, William C., Jr. Darcy, James A.

An Evaluation of the New Careers in Education Program, 1970-1971.

University of the Pacific, Stockton, Calif. Lab. of Educational Research.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date Aug 71

Note—26p.; Report No. 71-006

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Opportunities, *Internship Programs, *Low Income Groups, Program Evaluation, *Teacher Education, *Urban Schools

The joint project of the Stockton Unified School District, the Sacramento City Unified School District, and the University of the Pacific was designed to recruit into the teaching profession low-income people who have completed 2 years of college, and to expand community involvement in education through intern participation. Interns worked in the school community a minimum of 5 hours per week in addition to 4 hours a day in local school classrooms and a minimum of 10 hours each semester at the university. Preservice orientation included planning sessions for team leaders and directors, workshops for interns, and meetings with community leaders. The interns took their methods, curriculum, sociology foundations, and student teaching courses in special classes designed for them. Their work in school classrooms was increased until they were in complete charge of classroom management. A comprehensive evaluation of the program was not possible because adequate advance provision had not been made and there were no clearly stated measurable objectives. Evaluation was based on interviews and questionnaires, ratings by team leaders, and standardized test results for pupils. From the data available, the program successfully reached its first year's goal, resulting in the preparation of a group of interns who were well equipped to teach disadvantaged children. (MBM)

ED 055 042 SP 005 276

Theimer, William C., Jr., Ed. And Others

Projects in Progress: A Description of Learning Programs for the Disadvantaged.

University of the Pacific, Stockton, Calif. Lab. of Educational Research.

Spons Agency—California State Dept. of Education, Sacramento.

Report No—R-71-001

Pub Date Apr 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academically Handicapped, Career Ladders, *College School Cooperation, Disadvantaged Groups, *Disadvantaged Youth, Handicapped Students, Inservice Teacher Education, Job Training, Preservice Education, Program Evaluation, Rural Schools, Teacher Aides, *Teacher Education, Teacher Recruitment, *Teaching Methods, Urban Teaching

This booklet contains summaries of projects being carried out under four of the 1970-71 programs funded by the Division of the Compensatory Education, California State Department of Education. The programs are 1) Professional Development Centers, projects which emphasize the strengthening of classroom instructional techniques in reading and mathematics in kindergarten and the elementary grades by involving school district personnel and student teachers from higher education institutions in pertinent training programs; 2) Research and Teacher Education, projects intended to discover and demonstrate instructional practices that will assist teachers in poverty areas to work effectively with disadvantaged pupils; 3) Education Professions Development Act, projects that provide services for educationally disadvantaged children and train teachers to work in rural and isolated areas; 4) New Careers, projects to recruit and train individuals from poverty backgrounds as teachers. Each project summary contains a statement of objectives, a description of its program, and the instruments and procedures to be used in evaluating its success in helping disadvantaged youth. (RT)

ED 055 043 SP 005 277

Mackenzie, Gordon N. And Others

Educational Resources Center. Board of Education, District of Columbia.

District of Columbia Board of Education, Washington, D.C.

Pub Date 68

Note—117p.; Evaluation for the Period April 1, 1967-August 31, 1968

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Agency Role, Curriculum Development, *Educational Resources, Inservice Teacher Education, *Program Effectiveness, *Resource Centers

Identifiers—District of Columbia

The major activities of the Education Resources Center (ERC) thus far have included inservice training, innovative curriculum development, and operation as a professional center for teachers. The inservice training consisted of a variety of workshops, institutes, and seminars on educational technology and individualized instruction which served about 6,448 teachers and administrators between April 1967 and September 1968. Curriculum development involved letting contracts to master teachers during the summer of 1967 and 1968 to write curriculum guides. As a professional center, the ERC had about 1,800 visitors from March 1 to October 31, 1968. Evaluation of the ERC included interviews with and questionnaires directed to personnel at the building level and interviews with administrative and supervisory personnel. (Copies of the questionnaires and an interview outline are included.) The evaluators agreed with the general consensus that the ERC is much needed and should be continued and extended. However, it was felt that the Center was "spreading itself too thin" in attempting to provide training, curriculum development, and services. It was recommended that the role and functions of the Center be more clearly defined. Concern was also expressed about coordination with individual schools and availability of materials. (RT)

ED 055 044 SP 005 278
Team Teaching: Bibliographies in Education, No. 22.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date Jun 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Team Teaching
This 554-item bibliography contains citations of materials published between 1960 and 1971 relating to all aspects of team teaching. Citations are divided into three sections: 1) books, papers, and pamphlets; 2) journal articles and excerpts from books; and 3) theses. Availability from ERIC or the Canadian Teachers' Federation Library is noted where applicable. (RT)

ED 055 045 SP 005 279
Golden, William Cecil
The Role of the State Department of Education in Managing Teacher Education and Certification.
Pub Date 29 Jul 71
Note—19p.; Speech presented to Council of Chief State School Officers, San Diego, July 29, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, Inservice Teacher Education, *Performance Criteria, Preservice Education, *State Departments of Education, *State Standards, *Teacher Certification, *Teacher Education
Identifiers—Florida
The Florida State Department of Education research and development program is aimed at transforming three significant educational ideas into possibilities: increased productivity in the educational system, increased accountability for educational programs, and continuing self-renewal in all of education. Target dates provide that by 1972 techniques for improving educational management will be available to all school districts in Florida and by 1974 competencies expected of teaching personnel in elementary and secondary schools will be clearly identified. As a part of this overall program, a method of performance-based teacher certification is being developed based on the program approval approach. Institutions will be required to engage in a systematic procedure for determining competencies and methods of assessment. At the same time, as state-sponsored research identifies teacher competencies related to pupil learning, these competencies will become a part of state program approval standards. For several years traditional teacher certification practices will be maintained parallel with certification through completion of an approved performance-based program. The same principles of the program approval approach used for preservice programs are to be used for state review and approval of school district inservice teacher education programs. (RT)

ED 055 046 SP 005 280
McClellan, Billie Frances
Student Involvement in the Instructional Process Through Tutoring.
Florida Education Association, Tallahassee.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date Jun 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Cross Age Teaching, *Individual Instruction, Literature Reviews, *Low Achievers, Manuals, *Tutoring
This review of the literature on student tutoring considers four questions: 1) are there patterns of cross-age, cross-culture, or cross-ability which increase or decrease the tutoring effectiveness? 2) does a highly-structured, controlled program mean better results than informal tutoring? 3) is the level of learning actually raised for both tutor and tutee? and 4) are there types of subject-matter areas which more readily lend themselves to the tutoring process? A list of positive results experienced by tutors and tutees was synthesized from studies reviewed, and the requirements for evaluating the programs were also considered. Outlines for tutorial manuals were developed and are included in the document for organizers, tutorial managers, and tutors. Included are the following appendixes: 1) specifications for individualized instruction, 2) the essential elements of the structured tutoring model, 3) principal reasons why many low achieving students do not succeed in school, 4) principal reasons why the unique learning characteristics of low achieving students cannot be dealt with successfully in the regular classroom setting, and 5) basic components of a tutorial system. There is an annotated bibliography of 71 items. (MBM)

ED 055 047 SP 005 281
Healy, John And Others
Classifying Performance Objectives.
Florida State Dept. of Education, Tallahassee.
Pub Date [71]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, *Behavioral Objectives, *Classification, Cognitive Objectives, *Educational Objectives, *Taxonomy
The taxonomy adopted for use with projects operating under the auspices of the Florida Educational Research and Development Program embodies five primary categories: motor skills, verbal information, intellectual skills, cognitive strategies, and attitudes. Performance objectives are classified in terms of the learning process required for the accomplishment of the specified task. This classification can be accomplished by determining whether the end product of the specified performance is a demonstration of an ability to perform a defined physical action (motor skills); a demonstration of ability to recall a fact or a relationship (verbal information); a demonstration of an ability to distinguish between members of a class of objects (intellectual skills); a demonstration of an ability to classify objects as belonging to the same set (intellectual skill); a demonstration of an ability to identify or demonstrate a relationship between two or more concepts (intellectual skill); a demonstration of an ability to select and apply rules in a multi-stage operation (intellectual skills); an observable response from which an altered internal approach to learning can be inferred (cognitive strategies); or an observable response from which an inference about the learner's behavior-guiding principles can be made (attitudes). (RT)

ED 055 048 SP 005 282
Goals for Education in Florida.
Florida State Dept. of Education, Tallahassee.
Pub Date [71]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Needs, *Educational Objectives, *Organization, *Public Education, *Student Development
After an introductory section describing the rationale behind the adoption of comprehensive educational objectives for public education, the objectives are set out in two parts. Part One, dealing with goals for student development, includes 1) communication and learning skills, 2) citizenship education, 3) occupational interests, 4) mental and physical health, 5) home and family relationships, 6) aesthetic and cultural appreciation, and 7) human relations. Part Two is concerned with the following organizational goals: development of strategies to maximize the probability that all students will achieve appropriate educational objectives, implementation of instructional and administrative strategies to demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives, and evaluation in terms of the achievement of the students and the efficiency of the processes. (MBM)

ED 055 049 SP 005 283
Individualized Inservice Teacher Education: A Performance-Based Module.
Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date Jan 71
Note—27p.; ASCD workshop, January 28-30, 1971, Jacksonville, Fla.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Descriptions, *Individualized Programs, *Inservice Teacher Education, *Program Evaluation, *Teacher Education
This module was originally designed for use in a 75-minute workshop session, but it can be adapted for use in other situations. The long range objective calls for participants to use techniques for assessment and training which will take into account individual differences in teachers, such as, interests, abilities, learning styles, and professional responsibilities. The individualization of teacher education is defined as maximizing the likelihood that the teacher will be motivated to acquire some new competency and that the necessary educational opportunities and resources will be available. The procedures described for implementing the module include pre-assessment, activities providing input, individualized input and practice with feedback, and evaluation. The document includes an evaluation sheet, post assessment achievement test, key for evaluation, practice exercises, and component check list. (MBM)

ED 055 050 SP 005 284
The Florida Program for Improving the Training, Evaluation, and Licensure of Educational Personnel.
Florida State Dept. of Education, Tallahassee.
Pub Date 7 Apr 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, *Educational Research, Protocol Materials, *Teacher Education, *Teacher Education Curriculum, *Teacher Educator Education
The program is designed to move the state toward competency-based programs of teacher education, in which program decisions for trainees are made on the basis of demonstration by those trainees of pre-specified competencies. The strategy proposed has two major facets: to provide greater flexibility in the operation of local educational programs and to make local personnel accountable for results. A variety of teacher education programs will be used, and eventually teachers will be required to master only those competencies which have been demonstrated by research to relate to pupil learning. As a first stage, a catalog of teaching competencies will be compiled to serve as a reference for organizing teacher training materials, for analyzing teacher training programs, and for identifying competencies for validation through research projects. Evaluation techniques will be identified or developed which correspond with the specific objectives included in the catalog. A series of research projects are designed to show the relationship between teaching competencies and pupil achievement. The third element in the program is the assembly of protocol materials and materials for training in specific teaching, planning, and supervisory skills; and the final element is the establishment of a statewide program for training teacher trainers. (MFM)

ED 055 051 SP 005 285
Florida's Strategy for Stimulating Constructive Change and Self-Renewal in Education.
Florida State Dept. of Education, Tallahassee.
Pub Date 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Change Agents, *Educational Change, *Educational Objectives, *Program Costs, *Program Evaluation
The state's strategy for stimulating constructive change is to help clarify objectives, develop analysis techniques, and stimulate self-renewal. Each of these elements is considered in some detail. The problem of clarifying goals and objectives involves three contexts: the content, the level of specificity, and the individuals or groups to whom it applies. Analysis and management includes the development of instruments to assess pupil achievement and to analyze productivity in any given situation in terms of the appropriate criteria for that situation. It also includes cost analyses which can be used in conjunction with the research and development projects and with analyses of the use of staff, facilities, pupils, methods, and time. The element of educational self-renewal requires 1) continuous evaluation of the appropriateness of established objectives, 2) continuous monitoring of the extent to which a program is achieving its objectives, and 3) continuous identification of alternative policies and practices for consideration. These strategies should result in the generation of alternative educational practices and a greater freedom for the personnel of district offices and local schools to experiment with the newly developed techniques and materials. (MBM)

ED 055 052 SP 005 286
The Florida Educational Research and Development Program. First Annual Report.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date 24 Feb 70
Note—57p.
Available from—Florida State Dept. of Education, Tallahassee, Fla. 32304 (Single copy free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, Educational Innovation, Educational Methods, *Individualized Instruction, Instructional Materials, *Measurement Instruments, *Program Development

This educational research and development program was designed to improve education and to provide instruments for making significant educational decisions related to the efficiency and effectiveness of programs. The first year was used to plan and identify tasks and goals. Individualized instruction was considered a vital component. It was agreed that an instrument for assigning quality assessments to educational tasks had to be constructed and that a system of cost analysis should be devised. The nine elements of the recommended program are 1) evaluation of educational outcomes in terms of student performance; 2) development of a system for determining the cost of various approaches for using educational resources; 3) determination of the validity and effectiveness of school staffing patterns; 4) development of an individualized instruction model for elementary education; 5) development and evaluation of a system of student participation in instruction; 6) study, development, and demonstration of new modes of community-school cooperation; 7) development of technology for state-wide planning; 8) development of new techniques and materials for teacher training; and 9) review of patterns, mixes, and mechanisms in developmental capital applied to these programs. A description of each program is included, together with procedures and expected outcomes, and a recommended timetable covering a period of five years is outlined. (MBM)

ED 055 053 SP 005 287
The Florida Educational Research and Development Program. Second Annual Report.
Florida State Dept. of Education, Tallahassee.
Pub Date 23 Feb 71
Note—44p.
Available from—Florida State Dept. of Educ., Tallahassee, Fla. 32304 (single copy free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Policy, *Evaluation Techniques, Individualized Instruction, *Program Development, *Resource Allocations, Teacher Education

This report describes the efforts being made through the Educational Research and Development Program to implement the new state strategy of reducing restrictions on local and institutional officials and at the same time holding them accountable for the effectiveness of their programs. Chapter II considers the development of techniques for monitoring educational results, costs, and resource utilization, including the writing of both general and specific behavioral objectives, the preparation of a detailed cost accounting system, a system for assessing resource utilization, and a method of coordinating and managing the development of assessment techniques. Chapter III deals with the identification of alternative educational policies and practices, which include individualized instruction, flexible staff utilization, teacher training, and licensing practices built on specific competencies; the expansion of school resources to serve the community; the extension of the school year to provide for more efficient use of school facilities; and the development of alternative ways to use educational capital. Chapter IV synthesizes the information presented in the report and establishes specific targets for the future. Four appendixes include the legal authorization for the program, notes on the 1969-71 program, an annotated bibliography, and a list of R&D projects now underway in Florida. (MBM)

ED 055 054 24 SP 005 288
Packard, John S.
Pluralistic Ignorance and Pupil Control Ideology. Final Report.
Pennsylvania State Univ., University Park.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-1-C-007
Pub Date Jun 71
Grant—OEG-3-71-0084
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Attitudes, *Counselor Attitudes, *Questionnaires, *Student Teacher Relationship, *Teacher Attitudes

Pluralistic ignorance is a misconception by members of a group. Pupil control ideology is the attitudes of school personnel concerning their relations with pupils and the problems of pupil conduct conceptualized on a custodial-humanistic continuum. The subjects for this study were 87 teachers and 119 counselors; the instrument used contained four forms, one asking respondents for their own reactions to 20 items dealing with pupil conduct and the others asking them to estimate the responses of the typical teacher, counselor, and principal to the same items. All mean estimates of typical teacher ideology were significantly greater than the mean of teacher self scores. Pluralistic ignorance existed among teachers, counselors, and principals for the ideology associated with the role of teacher. Teachers and counselors were inaccurate in the same custodial direction regarding the principal's role. The estimates of counselor ideology by teachers were not inaccurate, and those given by principals were close but generally inaccurate in a humanistic direction. It is believed that popular images of the roles contributed to the findings, with teachers and principals typically seen as conservative and concerned with managerial problems, while counselors are thought of as relatively pupil centered. (Author/MBM)

ED 055 055 SP 005 289
Whitworth, Fred E.
On Harnessing R&D To Advance Education.
Canadian Council for Research in Education, Ottawa (Ontario).
Pub Date Jan 70
Note—75p.
Available from—Canadian Council for Research in Education, 265 Elgin Street, Ottawa, Ontario, Canada ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Research, *Educational Technology, *Financial Needs, *Research Skills
Identifiers—*Canada

The role of research and development in education is considered under nine main topics: 1) the need to reach agreement on a working definition and an acceptable classification of types of research; 2) the need for a balanced program requiring specific provisions for speculative and practical research, with school research units to ensure the conversion of theory into practice; 3) the development of speculative or basic research to ensure long term benefits and practical research concerned with products, program, efficiency, and assessment; 4) the development of better communication among researchers and developers throughout Canada and in other countries; 5) the improvement of facilities for training researchers; 6) the development of one or more grant structures to allocate ample funds for research and development; 7) the increase of the proportion of educational funds spent on research and development; 8) increased emphasis on problems in the academic, vocational, professional, and other segments of the education complex, whether in school or not; and 9) increased attention to the role of technology in education to ensure that the right changes will be made and that the new methods will be effective. (MBM)

ED 055 056 SP 005 291
Gollub, Wendy L. Mulhauser, Fritz
Cambridge Pilot School. First Year Report.
Cambridge School Dept., Mass.; Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Sep 70
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College High School Cooperation, *Decentralization, Organizational Change, *Pilot Projects, *Program Evaluation, School Organization, *Secondary Education

The Pilot School described in this document is a joint venture of the Cambridge public schools and the Harvard Graduate School of Education, to experiment with decentralized alternatives to the usual pattern of secondary education. The first section is a chronology of the school's history and operations during the first year; the second describes evaluation procedures used at the end of the year, their purposes, design, and a critique of the methods; the third presents the results of 60 interviews and 20 written commentaries by the school staff, students, parents and teachers in the two regular Cambridge high schools, and discusses goals for the school held by different groups, likes and dislikes about the school, effects of the school on students; critical incidents recollected by the staff, and suggestions for the future; the fourth includes additional data on achievement test scores, attendance, dropouts, and rating scale responses; and the fifth summarizes the data, discussing agreed-upon strengths and weaknesses of the school, and divergences and disagreements. The final section offers some speculative interpretations of the opinions expressed about the school and offers some suggestions for future development. (MBM)

ED 055 057 SP 005 293
Hattleman, Girard D. And Others
Negotiation for Improvement of the Profession. A Handbook for Local Teachers Association Negotiators.
National Education Association, Washington, D. C. National Commission on Teacher Education and Professional Standards.
Pub Date 71
Note—94p.
Available from—Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036 (No. 381-11978; single copy $5.00, discount on quantity orders)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Collective Negotiation, *Educational Development, Evaluation Criteria, Instructional Programs, *Negotiation Agreements, *Personnel Policy, *Teacher Associations

This first draft is intended to help associations which have already achieved basic contract provisions extend negotiation to areas of professional development and instruction. The handbook is divided into five color-coded parts: 1) "Instruction," including research and development, materials and equipment and supplies, student rules and regulations, testing, nonprofessional duties, special programs and supplemental services, substitute teachers, adult education, experimentation, performance contracting, differentiated staffing, and school evaluation; 2) "Personnel Policies," including teacher recruitment, vacancies (placement and promotion), voluntary and involuntary transfers, assignment, scheduling, student teaching, and intern teaching; 3) "Evaluation," including protection from arbitrary action, resolution of disputes, teacher evaluation of evaluators, peer evaluation, teacher incapacity, student evaluation of teachers, self-appraisal, and academic freedom; 4) "Continuing Education," including staff orientation, reimbursement of course costs, changes in curriculum, funds for professional materials, inservice training, sabbatical leave, travel, professional days, and summer workshops; and 5) "Educational Development Councils." (MBM)

ED 055 058 SP 005 295
Survey of Exemplary Instructional Practices.
Utah Univ., Salt Lake City. Bureau of Educational Research.
Pub Date Jun 71
Note—11p.
Available from—Educational Progress Reports, Editor. Bureau of Educational Research, 308w Milton Bennion Hall, Univ. of Utah, Salt Lake City, Utah 84112
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, *Educational Innovation, *Higher Education, Interviews, *Surveys, *Teaching Techniques

Based on structured interviews with 92 faculty members in ten departments at the University of Utah, a categorized list of innovative teaching practices was compiled. The list was separated into two major divisions. The first division deals with in-class learning materials and activities. Within this grouping there are 15 categories: discussion techniques, case study approaches, grading techniques, mastery learning, role playing, instructional games, emphasis on practical applications of subject matter, experimental approaches, teacher-prepared learning materials,

team teaching, learning teams, developing the student's evaluation skills, structuring student creativity, motivation techniques, and multimedia approaches. The second major division--learning experiences provided largely outside the classroom--includes three categories: developing the student's research skills, "immersion" techniques, and field work. Each practice described is identified by instructor and course. (RT)

ED 055 059 SP 005 296
Glines, Don E.
Creating Humane Schools.
Mankato State Coll., Minn. Wilson Campus School.
Pub Date Jan 71
Note—287p.
Available from—Campus Publishers, Box 1005, Mankato, Minn. 56001 ($5.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Change, *Educational Innovation, *Experimental Programs, *Guidelines, *School Improvement

This document, a revision and retitled version of "Implementing Different and Better Schools," 1969 (ED 051 110), attempts to provide guidelines for change in schools to help those educators who need to be convinced of the need for change, 2) those who are ready but need to be told what to do, and 3) those with some experience of change who need additional ideas. The material is organized in four major sections: 1) "Introducing Challenges for Relevant Educational Alternatives," which includes the description of one specific school program to indicate that the ideas set out are practical and not theoretical; 2) "Why Innovation and Research Demand Priority," which explains why a great deal more innovation is necessary in all the schools of the country and analyzes present practices and offers suggestions for evaluating program effectiveness; 3) "How Guideline Recipes Achieve Optional Patterns," which identifies 69 changes, both general and specific and discusses them briefly in six groups of components: philosophy, instruction, learning, structure, technology, and reporting; and 4) "Summarizing Commentary with Descriptions and Bibliography," which includes extracts from two articles on innovative schools and an extensive bibliography divided into two parts, "Literature Answering Why," and "Books Suggesting How." (MBM)

ED 055 060 SP 005 297
DeVault, M. Vere And Others
Wisconsin Elementary Teacher Education Project. Summary Report.
Wisconsin Univ., Madison. School of Education.
Pub Date May 69
Note—55p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (cat. no. FS5.258:58025, $5.75 per copy)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Curriculum, *Elementary School Teachers, *Individualized Instruction, Program Development, *Teacher Education, *Teaching Models

This document summarizes a four-volume report on the Wisconsin Elementary Teacher Education Project (WETEP) covering the period from November 1967 to March 1969. The project was designed to provide improved elementary education through individualization of learning and instruction, to improve the quantity and quality of personal contact between faculty and students, to utilize modern technology, and to involve faculty in program development. The historical background of the model is briefly outlined, while the organization of program components and elements and the special features of the program are described in some detail. The document also contains 13 position paper abstracts; 18 element specification abstracts on input components, educational psychology, communications, mathematics education, science education, social studies education, curriculum and instruction, art education, health education, safety education, leisure education, guidance education, physical education, media and technical education, music education, early childhood education, the culturally diverse, and special education; and three abstracts on the university facilities. A related document is ED 036 678. (MBM)

ED 055 061 SP 005 299
Bendixsen, Marian F.
Performance Contracting: A Road to Accountability? NCSPS Special Report.
National Committee for Support of the Public Schools, Washington, D.C.
Pub Date Mar 71
Note—8p.
Available from—National Committee for Support of the Public Schools, 1424 16th St., N.W., Washington, D.C. 20036 ($6.00 per year)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Programs, *National Programs, *Performance Contracts, Program Evaluation, *State Programs

This report describes the national Office of Economic Opportunity (OEO) performance contracting experiment and three of its local programs. It also briefly outlines one state-level development in performance contracting. In the OEO experiment, 20 school districts were selected to represent diverse geographic settings; the common elements of the selected schools are that the children largely perform below grade level in reading and math and are from low-income families. Six profit-making instructional firms are subcontracting in three locations each. The two remaining districts are subcontracting with local affiliates in the National Education Association to test the impact of a teacher performance incentive approach. Each site has students assigned to experimental, comparison, or control groups for project evaluation. The three local projects described in detail are Stockton, California; Wichita, Kansas; and Jacksonville, Florida. A similar project is that of the State of Virginia which has arranged a contract between several school districts and Learning Research Associates of New York City. This project will be evaluated by the University of Virginia. (The document contains a table of projects with information under the following headings: location, contractor, date operational, funding, target students, subject areas, guaranteed learning gain and contractor payment.) (RT)

ED 055 062 SP 005 304
Frinks, Marshall L.
Planning and Effecting Improvements In the Preparation and Certification of Educators; Emerging State Relationships and Procedures.
Improving State Leadership in Education, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Note—57p.
Available from—Improving State Leadership in Education, 1362 Lincoln St., Denver, Colorado 80203. (Single copies)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Innovation, *Interinstitutional Cooperation, Performance Criteria, Schools of Education, State Departments of Education, *State Standards, Surveys, Teacher Associations, *Teacher Certification, Teacher Education

This study documents the dissatisfactions with current certification and teacher preparation practices and examines some of the emerging alternatives. Under the category of "decentralization of the certification process," the author briefly discusses teacher advisory councils, the approved program approach, professional practices commissions, and certification review committees. New approaches discussed include performance-based certification, differentiated staffing, teacher education centers, and interstate reciprocity agreements. Reference is made to specific programs in each section. The concluding chapter briefly outlines trends in the relationship between state education agencies, teacher education institutions, and the teaching profession. These conclusions are based on the results of a survey instrument mailed to participants of the Training Session for Leaders in Teacher Education and Certification held in Miami Beach, Florida, May 19-22, 1970. (A copy of the survey instrument and distribution of responses is included in an appendix.) (RT)

ED 055 063 SP 005 306
The More Effective Schools Program. A Staff Manual.
New York City Board of Education, Brooklyn, N.Y.
Pub Date Sep 71
Note—128p.
Available from—New York City Board of Education, Brooklyn, N.Y.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Guidelines, *Heterogeneous Grouping, *Individualized Instruction, *Program Evaluation, *School Organization, *Teacher Role

This manual provides specific and practical suggestions for the development of heterogeneous classes and individualized instruction in the More Effective Schools Program. The following major topics are covered in a number of short sections: 1) school organization, from prekindergarten through grade six; 2) the roles of the principal, assistant principal, administrative assistant, secretarial staff, classroom teacher, cluster teacher, educational assistant, teacher aide, and other teaching positions, and the changing roles of the teacher and supervisor; 3) the organization of heterogeneous classes, including the physical arrangement of the classroom and detailed suggestions for the use of time and materials; 4) ways to understand children and to start them on an individualized program; 5) evaluation of pupil progress; and 6) methods of maintaining discipline in the classroom and encouraging communication with parents and the community. A final section lists ten basic tenets for the heterogeneous classroom, and an appendix includes parents' views on the More Effective Schools program, the special functions of parents' associations, ways of assessing the classroom program, and a brief bibliography. (MBM)

ED 055 064 SP 005 307
Academic Freedom: National Council for the Social Studies Policy Statements.
National Council for the Social Studies, Washington, D.C.
Pub Date 71
Note—20p.
Available from—National Council for the Social Studies, 1201 16th St., N. W., Washington, D.C. 20036 (single copy $0.50) (quantity discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Academic Freedom, Legal Aid, *Policy, Public School Teachers, School Community Relationship, *Social Studies, *Teacher Associations, *Teachers, Textbook Selection

This booklet presents three NCSS policy statements: 1) Academic Freedom and the Social Studies Teacher, 2) Academic Freedom: A Policy Statement, and 3) The NCSS Legal Defense Fund. The first statement includes guidelines for the study of controversial issues in the classroom and an outline of teachers' rights and responsibilities. It emphasizes the mutual interest of the school and the community in preserving a diversity of viewpoints. It also discusses possible threats to academic freedom which may involve the teacher himself, choice of educational materials, curriculum guidelines, or selection of visiting speakers. The second statement points up the importance of academic freedom in social studies and outlines a suggested procedure for handling complaints concerning social studies materials. A model form for complaints is included. The third statement, on the NCSS Legal Defense Fund, briefly describes the policy, control, and administration of the Fund; cases and form in which assistance may be granted; and eligibility of individuals. (RT)

ED 055 065 SP 005 308
Standards for Social Studies Teachers.
National Council for the Social Studies, Washington, D.C.
Pub Date 71
Note—12p.
Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.00 single copy) (quantity discounts available)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Elementary School Teachers, Inservice Teacher Education, Policy, Preservice Education, Secondary School Teachers, *Social Studies, *Standards, Teacher Associations, Teacher Certification, *Teacher Education, Teacher Placement, *Teachers, Teacher Selection, *Teaching Conditions, Teaching Load

This statement attempts to establish standards for the selection, preparation, and assignment of elementary and secondary social studies teachers. It indicates the responsibilities of the teacher in guiding the teacher-learning process, and in the relationships which the teacher has with students, the community, and the profession. It sets forth the facilities needed to aid effective instruction, the conditions necessary for teaching and learning, and the provisions that a school should make for the competency and continuous professional growth of its social studies staff. (Author/RT)

ED 055 066 SP 005 309
Manson, Gary And Others
Social Studies Curriculum Guidelines.
National Council for the Social Studies, Washington, D.C.
Pub Date 71
Note—31p.; Developed by the NCSS Task Force on Curriculum Guidelines
Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.50 single copy) (Quantity discounts available)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Educational Objectives, *Guidelines, *Social Studies
These guidelines, which set standards for social studies programs K-12, can be used to update existing programs or may serve as a baseline for further innovation. The first section, "A Basic Rationale for Social Studies Education," identifies the theoretical assumptions basic to the guidelines as knowledge, thinking, valuing, social participation, and commitment to human dignity. The second section lists nine general guidelines, each with a set of specific guidelines to clarify its meaning: 1) the program should be directly related to the concerns of students; 2) the program should deal with the real social world; 3) the program should draw from currently valid knowledge representative of man's experience, culture, and beliefs; 4) objectives should be thoughtfully selected and clearly started in such form as to furnish direction to the program; 5) learning activities should engage the student directly and actively; 6) strategies of instruction and learning activities should rely on a broad range of learning resources; 7) the program must facilitate the organization of experience; 8) evaluation should be useful, systematic, and comprehensive; and 9) social studies should receive vigorous support as a vital part of the school program. The third section is a checklist intended to encourage assessment of specific programs seeking to implement the rationale. (MBM)

ED 055 067 SP 005 310
Wardrop, James L.
Was New Century Teaching Students the Gates-MacGinitie Reading Tests?
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency—American Federation of Teachers, Washington, D.C.
Pub Date [71]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Responsibility, *Performance Contracts, Performance Criteria, *Program Effectiveness, *Testing Problems, *Test Wiseness
"Teaching the test" has been defined in terms of teaching those particular content knowledges or skills needed to answer the test items correctly. Evidence of several sorts examined in this paper clearly indicates that New Century was teaching students in Providence, R.I., the Gates-MacGinitie Reading Test, which was used to assess their vocabulary achievement. The coincidence between vocabulary taught in the instructional package and the vocabulary required to respond correctly to test items on the Gates-MacGinitie was determined to be much greater than could be attributed to chance, and the data showed that the teaching program needed be only moderately effective to improve substantially student gains in grade-equivalent scores in the test. On the basis of the analyses summarized in the paper, if the instructional materials are only 30 percent effective, scores should average nearly twice those which would normally be found. (MBM)

ED 055 068 24 SP 005 313
Merrill, M. David Tennyson, Robert D.
The Effects of Types of Positive and Negative Examples on Learning Concepts in the Classroom. Final Report.
Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-H-014
Pub Date Sep 71
Grant—OEG-8-70-0006(509)
Note—177p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Concept Teaching, *Educational Research, *Learning Processes, *Research Methodology, *Statistical Analysis
Sections 1 and 2 reports on two research studies carried out by the authors, section 3 is a series of abstracts of other research studies stimulated by the authors and section 4 is an appendix containing the instructional materials, tests, raw data, and other items of interest. In the first study the concept "trochaic meter" was taught to 180 college students by means of eight treatment conditions. The independent variables involved presenting a definition or instances or both combined with attribute definition and/or attribute prompting. Dependent variables were errors in correct classification and specified classification. Hypotheses consisted of prediction of particular errors for each treatment and six of the eight hypotheses were supported. In the second study, 100 education psychology students were used in an investigation of four instructional strategies for promoting the acquisition of an infinite concept class. The independent variables were 1) probability level of concept instances; 2) matching of positive instances to a negative instance so that the irrelevant attributes are similar; and 3) divergency of positive instances with one another so that all of their irrelevant attributes differ. The four predicted dependent variables were all statistically significant. (MBM)

TE

ED 055 069 TE 002 503
Allan, T. L. MacDonald, Catherine
Recreational Reading and the Reluctant Reader.
Pub Date May 71
Note—3p.
Journal Cit—Teaching English; v4 n3 p3-5 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High School Students, *Literature Appreciation, *Motivation Techniques, *Recreational Reading
The primary aim of this project was to stimulate interest in reading for pleasure. An experiment was conducted on a top second-year high school class, whose attitude toward recreational reading had been apathetic. The class was informed they were to read and review fiction with a Scottish setting over a five-month period, the end product of which was to be a booklet that might be a useful guide to other classes. The class was provided with a number of forms stapled together to form a booklet, in which they were asked, as soon as a book had been read, to record title, author, date of publication, setting and other such factual information; write an outline of the story; add their comments on its readability; and rate the book. Although the number of books read declined as the five-month period passed, there was a definite upsurge of interest, which, to a large extent, carried over to the third year. (CK)

ED 055 070 TE 002 557
Hendrickson, Homer
Spelling: A Visual Skill. A Discussion of Visual Imagery and the Manipulation of Visual Symbols as Basic Skills in the Ability to Spell.
Pub Date 67
Note—4p.; Reprinted from Academic Therapy Quarterly, III,1 (Fall 1967)
Available from—Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901, Reprint No. 136 ($0.35 per copy, $20.00 for 100)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Education, *Skill Development, *Spelling, *Visual Learning
The basic problem in learning the English language is that it is a visual, not phonetic, language. Because they have not learned many of the basic visual abilities, many children do not have an adequate skill of visualization. The sequence of visual development includes: general movement patterns of action, special movement patterns of action, eye movement patterns to reduce action, communication patterns to replace action, and visualization patterns to substitute for action. Visual memory for spelling can be enhanced by having a child practice the following steps: repeatedly trace over a word on a chalkboard, saying the name of each letter as traced. As the child learns to visualize, he learns to observe; and recognizing a misspelled word becomes a process of matching the word visualized. (CK)

ED 055 071 TE 002 578
Miles, Harry L.
Forensics for the Disadvantaged.
Pub Date Dec 70
Note—7p.; Speech given at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Debate, *Disadvantaged Youth, *Public Speaking, *Speech Instruction
The use of tournament forensics in teaching vital skills to the disadvantaged is discussed. Four case histories illustrate the success of such an approach to providing students with basic communication skills. Some of the difficulties peculiar to working with the underskilled in an academic environment are described. (DB)

ED 055 072 TE 002 586
Margosian, Arthur
A Suggested Journalism Curriculum for California Junior Colleges.
Pub Date 71
Note—212p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12,400: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Journalism, *Junior Colleges, *Transfer Policy
Identifiers—California
The purpose of this study was to develop a suggested journalism curriculum for California junior colleges, based upon the functions and content of journalism programs as they should be, as perceived by a representative group of junior college instructrs and editors of daily and weekly newspapers in California. Data were collected from questionnaires, which were pretested on selected instructors and editors. Editors and instructors agreed the transfer function should be first in importance. Thirty-seven of 39 instructors reported transfer programs at their institutions. Fewer than one-third of the journalism students enrolled in Fall 1968 remained in Spring 1970. Junior college journalism curriculum revision should be carried out by the junior college instructors, who should lead other educators, and the instructors should initiate a single-track concept in journalism curriculum for transfer and career students. (Author/CK)

ED 055 073 TE 002 587
Byerly, Richard Lee
The Use of Multiple Regression and Path Analysis in Analyzing Success in Journalism at Iowa State University.
Pub Date 70
Note—124p.; Ph.D. Dissertation, Iowa State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7253: MF $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, *College Students, *Data Analysis, *Journalism
Identifiers—Iowa State University
The general objectives of this study were to develop, investigate, and analyze the academic patterns of Iowa State journalism graduates from 1965-1970 and, with the use of multivariate statistical techniques, attempt to ascertain and determine possible inferences regarding their academic success. Grade point averages were considered as quantitative measures of academic

success. Nine variables were hypothesized to be related to student success in journalism. Data were analyzed by multiple regression techniques and path model analyses. Viewing the standard regression coefficients, the most important variables in the model were humanities success and science success. The path model analysis indicated that humanities success, social science success, and life science success each have a direct effect on student academic success. It was concluded that a wide general academic background was instrumental for student success in journalism at Iowa State University. (Author/CK)

ED 055 074 TE 002 588
Conn, Earl Lewis
The American Council on Education for Journalism: An Accrediting History.
Pub Date 70
Note—280p.; Ed.D. Dissertation, Indiana University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,376: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Accreditation (Institutions), *Higher Education, *Journalism

It was the purpose of this study to present an evolutionary history of the American Council on Education for Journalism (ACEJ) and to draw some conclusions about some issues now facing the council. Data for the study came from minutes of councils and associations involved in journalism accrediting, personal files, interviews, and other sources. The ACEJ history was traced from its predecessor groups including the joint committee of newspaper groups and journalism educators and the National Council on Professional Education for Journalism. Seven issues were identified among those facing the council today: accreditation of graduate programs in journalism, relationships between the ACEJ and junior college journalism programs, involvement of the federal government in approving accrediting agencies including the ACEJ, continuation of sequential accreditation, financing the council's work, refining visitation procedures, and the evolution of accreditation standards. Journalism has faced many of the same problems involving other specialized accrediting programs. A lack of agreement exists about journalism standards. Several recommendations for further study are made. (Author/CK)

ED 055 075 TE 002 589
Deady, John Joseph
A Comparison of Technical Graphic Arts Competencies Needed by High School Journalism and Graphic Arts Teachers in Indiana.
Pub Date 70
Note—154p.; Ed.D. Dissertation, Indiana University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11,381: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Graphic Arts, *Journalism, *Questionnaires, *Secondary School Teachers, *Teacher Qualifications
Identifiers—Indiana

It was the purpose of this study to provide empirical information necessary in planning for future pre-service and in-service teacher education in journalism and graphic arts education. The empirical information took the form of a rating of 97 technical graphic arts competencies, which were judged by both groups of educators. These competencies were subdivided into eight categories within the research instrument. A census of Indiana journalism teachers and advisers and graphic arts teachers at the high school level comprised the population chosen for the study. Identical questionnaires were mailed to both groups. An assessment of the responses of graphic arts teachers indicated they needed to possess a higher degree of understanding of the 97 variables included in the research instrument than journalism personnel. Both groups indicated a need for technical arts competencies but at different levels of importance. The responses of both the journalism and graphic arts teachers need further investigation in order to isolate and rank the responses, according to their importance, for future curriculum development. (Author/CK)

ED 055 076 TE 002 592
McWilliam, Jacqueline
Minority Literature: South Eugene High School.
South Eugene High School, Eugene, Oreg.
Pub Date [70]
Note—21p.; An unpublished paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Literature, *Minority Groups, *Secondary Education

The objectives of a proposed high school course entitled Minority Literature II are to enable students to (1) become familiar with minority literature, (2) compare and contrast the works of the various minority group writers, and (3) determine which minority group writers are actively contributing to the American literary heritage. Students will be introduced to the principal minority groups of America through their reading of quality short stories by and about seven minority groups. Emphasis will be placed on Jewish and Black literature. (CK)

ED 055 077 TE 002 593
Fasold, Ralph W.
What Can an English Teacher Do About Nonstandard Dialect?
Pub Date Apr 71
Note—10p.
Journal Cit—English Record; v21 n4 p82-91 April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Nonstandard Dialects, Teacher Attitudes, *Teni, Thought Processes, Verbal Communication

To focus on the problem of what an English teacher can do about nonstandard dialects, one must ask what English teachers hope to accomplish in the classroom. The concept used in this paper is that a dialect is a part of a whole language. Some dialects are accepted as standard; others are considered nonstandard. Many teachers, however, will object that nonstandard dialect should be eliminated because it keeps its speakers from thinking logically. Each dialect of English contains subtle distinctions, and the question of language usage has no bearing on inherent language ability. There are four areas of language skill traditionally discussed by applied linguists: hearing, speaking, reading and writing. Objectives in terms of each of these four areas should be based upon individual needs. The results of one experiment with black children demonstrate clearly the fact that children who do not speak standard English still may be able to understand it. Group references, moreover, play an important part in the use of language. An hypothesis still being tested is that learning to read is easier if the language of the reading materials matches the language of the learner as closely as possible. A similar situation may be true in the case of teaching writing skills. (CK)

ED 055 078 TE 002 594
Casty, Alan
The Dramatic Art of the Film.
Pub Date 71
Note—203p.
Available from—Harper and Row, Publishers, 49 East 33 Street, New York, New York 10016 ($2.95
Document Not Available from EDRS.
Descriptors—*Films, *Humanities

The techniques and forms of the film are particularly appropriate to the way people are today, to the way they look at life, and to what they see, hear, feel, and know when they look at themselves and at life around them. The structures of cinematic form are thus particularly appropriate to the structures of feeling in their lives. The major importance of the film suggests its connection to the visual arts, particularly painting. The composition of the materials of the image itself produces beauty and contributes to the meaning in both arts. While the image for its own sake is important in both arts, in the film it has the additional function of being the vehicle for character and story, the dramatic content of the work. It is this function that is of the most immediate importance to the viewer. (CK)

ED 055 079 TE 002 595
Cordor, Jim W.
Uses of Rhetoric.
Pub Date 71
Note—239p.
Available from—J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($5.95)
Document Not Available from EDRS.
Descriptors—*Communication Skills, English Instruction, *Language Arts, *Persuasive Discourse, *Rhetoric, *Speech Skills

This book is an attempt to understand the extension of rhetoric in many directions, not only as a subject matter but also as an analyzing, organizing, and liberating agent. Chapter One is intended as a general introduction to rhetoric, with some account by means of illustrations of its possibilities within what is an expected range. Chapter Two is a discussion of the evolving character of rhetoric. Chapter Three proposes extensions and uses of rhetoric beyond the customary, expected ranges of Chapter One. The remaining chapters suggest both expected uses and unexploited possibilities of rhetoric in the classroom (Chapter Four), in the curriculum (Chapter Five), and in larger arenas including literacy criticism, group discourse, and electronic media (Chapter Six). Chapter Seven seeks to gather some last questions and observations. (Author/DB)

ED 055 080 TE 002 597
Arbuthnot, May Hill And Others
Children's Books Too Good to Miss. Revised and Enlarged Edition.
Pub Date 71
Note—112p.
Available from—The Press of Case Western Reserve University, Quail Building, Cleveland, Ohio 44106 ($2.95)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, *Illustrations, *Reading Materials

An annotated bibliography of children's books, this volume represents the judgment of a group of specialists. For children under 6, the books are listed under Picture Stories, Alphabet Books, Folk Tales and Fables, Rhymes and Poetry, and Bible Stories. For children 6, 7, and 8, the books are categorized as Picture Books and Stories, Folk and Fairy Tales and Fables, Rhymes and Poetry, Bible Stories and Prayers, and Biography. The list for children 9, 10, and 11 contains Fiction; Mythology, Folklore, and Fairy Tales; Poetry; Bible Stories; and Biography. The categories of books for children 12, 13, and 14 are Fiction, Myths and Legendary Hero Tales, Poetry, and Biography and Travel. A total of 230 books are contained in the bibliography. Another section of this publication contains 18 pages of black-and-white reproductions of some of the current picture material for children's books. A Title Index and Price List is given, as well as an Author-Illustrator Index. (DB)

ED 055 081 TE 002 601
Kirkton, Carole M., Comp.
Teacher Training Films: A Guide, Pre-Service and In-Service.
National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Note—36p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 21078: $0.75 prepaid)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Educational Trends, *English Instruction, Instructional Materials, *Student Behavior, *Teacher Attitudes, *Teaching Methods

This annotated bibliography was prepared in response to requests to gather in one place recent audio-visual materials for training teachers of English. It identifies films, filmstrips, and video tapes which could be used either in inservice education or English methods courses. NCTE/ERIC surveyed the membership of the Conference on English Education and over 300 supervisors of English on the state and local level, in addition to screening over 100 commercial catalogs and publicity releases. The items are listed under the following categories: Teaching Methods, Teaching Relationships and Attitudes, Coping with Student Behavior, The Use of Teaching Materials, and Trends and Innovations in Education. A List of Distributors' Addresses is supplied. (DB)

ED 055 082 TE 002 602
Hansen, I. V., Ed.
A Year's Turning: Young People Writing.
Pub Date 70
Note—72p.

Available from—Edward Arnold (Publishers) Ltd., 41 Maddox Street, London W.1, England ($4.25)
Document Not Available from EDRS.
Descriptors—*Anthologies, *Composition (Literary), *Creative Writing, Poetry, Prose, *Student Developed Materials, *Teaching Techniques, Writing Skills
This book is an anthology of unedited verse and prose written by 14- and 15-year-old students. The book is intended for teachers in training, for their tutors, and for all teachers of English. The verses are classified as undirected and directed poems about nature, places, war, the Egyptian Tomb, up and back again, and people. The prose is classified as love stories, letters of apology, and two characters portrayed. The book concludes with Some Notes for Practicing Teachers and Teachers-to-Be, in which some of the students' pieces are discussed. Eleven references are given. (DB)

ED 055 083 TE 002 603
Williams, Galen, Comp.
A Partial Directory of American Poets.
National Endowment for the Arts, Washington, D.C.
Pub Date 71
Note—156p.
Available from—Leonard Randolph, Literature Program Director, The National Endowment for the Arts, Washington, D.C. 20506 (free)
Document Not Available from EDRS.
Descriptors—*Authors, *Directories, *Literature Appreciation, Literature Programs, *Poetry, *Poets
Identifiers—United States
This compilation is a partial national list of poets, as well as some fiction writers and playwrights, who are willing to work with high-school-age or younger students in the schools. The directory is divided into three sections: I. Alphabetical listing of poets; II. Alphabetical listing by state (except New York, which also has a listing for New York City) of poets, including addresses, most recent work and publisher, and teaching preference; and III. Service section--lists of relevant and related materials such as anthologies, films and videotapes, how to obtain tapes, recordings, magazines, lists of publishing houses, etc. (DB)

ED 055 084 TE 002 604
Ayers, Richard G., Ed.
Directory of American College Theatre. Second Edition.
American Educational Theatre Association, Washington, D.C.
Pub Date 67
Note—201p.
Available from—H. Beresford Menagh, Executive Secretary-Treasurer, American Educational Theatre Assoc., Inc., John F. Kennedy Center for the Performing Arts, 1701 Pennsylvania Ave., N.W., Washington, D.C. 20006 ($4.00 member, $6.00 nonmember)
Document Not Available from EDRS.
Descriptors—*College Curriculum, Curriculum Research, *Directories, Dramatics, *Graduate Study, Tables (Data), *Theater Arts, *Undergraduate Study
Identifiers—United States
This directory presents a comprehensive report on the educational theatre in the U.S. More than 60,000 data are given which describe this field as it is represented in 1,581 regionally accredited U.S. colleges and universities. The culmination of more than 18 months' work by the AETA College Curriculum Project, the book's purpose is to furnish adequate data for further study of the nation's educational theatre. Each of the data presented is directly supported by source materials solicited: questionnaire replies, college catalogues and announcements, correspondence, and material previously collected in the 1960 edition of the directory. Surveys for this volume were conducted during 1966. Requests for information had a 96.4% response. This second edition presents a richer source of information in a slightly different format. Two-line entries are used for each institution in order to include more information and to make the information easier to use. The book is divided into three sections, as follows: Section 1, Undergraduate Theatre Programs; Section 2, Graduate Theatre Programs; and Section 3, Statistical Summaries and Reference Materials. (Author/DB)

ED 055 085 TE 002 605
Erbe, W. Arthur
A Study for a High School Course in Literature and Other Arts.
Pub Date 70
Note—210p.; D.A. Dissertation, Carnegie-Mellon University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-915: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Course Content, *High School Curriculum, *Humanities Instruction, *Interdisciplinary Approach, *Teaching Methods, *Thematic Approach, Unit Plan
This study explores the problems of selection, developing, teaching, and evaluating a course that relates music, art, and literature. The specific unit presented deals with relating poetry to music and to painting with Yevgeny Yevtushenko as the central figure. The seven parts of the unit draw on Yevtushenko's poetry and life to develop the thematic ideas in the lessons. The rationale describes the selection of material, the arrangement of the thematic parts, and the testing of the students' achievements. A fully developed program of forty-five class periods comprises the unit with questions for discussion and summary notations for the teacher's use. Included is a bibliography of sources and materials used in the course. The evaluation of the teaching methods explains the success of the course, the students' contributions, the examinations given, and the changes made. The thematic units proved to be a success when taught in the public high school and inspired both students and teacher to expand the material to a full semester. A course relating the arts fulfills a need at the secondary school level: the need for students to understand and appreciate the relationships among the arts. (Author/DB)

ED 055 086 TE 002 606
Kelly, Robert Gordon
Mother Was a Lady: Strategy and Order in Selected American Children's Periodicals, 1865-1890.
Pub Date 70
Note—321p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5770: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Child Development, *Fiction, *Literature, *Periodicals, Social Change, *Socialization
During the Gilded Age, a period of great apparent social change and of intellectual and economic insecurity in the United States, several popular children's periodicals published a type of conventional, domestic fiction which reveals the tensions and anxieties felt by a social group organized by a particular social ideal, namely the traditional images of the gentleman and lady. The domestic fiction appearing in these magazines during the period 1865-1890 tends toward two basic narrative patterns or formulas--widely repeated sequences of character, event and resolution--shaped in part by the conditions of Gilded Age publishing and in part by ideological considerations that may be traced to the characteristics of the social class which produced the magazines chosen for study: "St. Nicholas," the "Youth's Companion," "Wide Awake," "Our Young Folks," and the "Riverside Magazine for Young People." Examination of the two formulas reveals the ideal social types considered to be appropriate models of emulation for a republican society, as well as unresolved tensions concerning the nation's growing cities, the responsibilities of a cultural elite in a democratic society, and changing notions about childhood. The stories may be seen further as strategies for reassurance. (Author/DB)

ED 055 087 TE 002 607
Clarke, Loretta Marie
A Critical Approach to Four Novels of Adolescence.
Pub Date 70
Note—131p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5724: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Adolescence, *English Instruction, *Literary Criticism, *Novels, *Writing Skills
The purpose of this study is to examine four adolescent novels exclusively from the viewpoint of literary criticims. Two of the novels, labeled adolescent by the publishers, are "The Pigman" by Paul Zindel and "His Enemy, His Friend" by John Tunis; the other two, not labeled adolescent by the publishers, are "The Chosen" by Chaim Potok, and "A Separate Peace" by John Knowles. The study demonstrates how the critic's work is concerned with the quality of the work of literature, a quality generated by the work itself and unique to it. This study concludes that: (1) The four novels demonstrate some degree of artistic execution. (2) The two novels labeled by the publishers as adolescent do not demonstrate an artistry comparable to the two not labeled adolescent. (3) Of the four novels, the one that seemed written with the adolescent audience in mind is the most superficial. (4) The three novels which use an adolescent narrator in the first person create more immediacy than the one book that uses the impersonal narrator. (5) The four books considered adolescent in this study concern themselves with Havighurst's developmental tasks. Implications are offered for the high school teacher of English. (Author/DB)

ED 055 088 TE 002 608
Comprone, Joseph John
Language, Play, and the Teaching of Writing: An Approach to Composition through Literature.
Pub Date 70
Note—298p.; Ph.D. Dissertation, University of Massachusetts
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5953: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Communication Skills, *Composition (Literary), *English Instruction, *Linguistics, *Teaching Techniques, *Writing Exercises
This dissertation presents an approach to composition teaching based upon language play. The study is aimed especially at an audience of composition teachers; but, because of its emphasis on literature as a model for all language play, the study contains much material which should be of interest to teachers of literature and those generally interested in language and communication. The dissertation is divided into four chapters and an appendix. The first chapter provides a theoretical background for the concept of language as play. The second chapter also contributes to the development of general background theory, and investigates the similarities and differences between spoken and written language. Chapters Three and Four apply the play theory to contemporary literature, with an eye toward developing a composition pedagogy, and suggest several ways in which literary play forms might be used in teaching writing. The appendix provides a more detailed pedagogical discussion, with class exercises and writing assignments included. (Author/DB)

ED 055 089 TE 002 609
Eastman, Arthur M., Ed.
Proceedings of the Wingspread Conference on the Doctor of Arts Degree, October 25-27, 1970.
Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date 70
Note—136p.
Available from—Council of Graduate Schools in the United States, One Dupont Circle, Washington, D.C. 20036 ($2.00)
Document Not Available from EDRS.
Descriptors—*Conferences, *Degrees (Titles), *Doctoral Programs, *English Education, *Graduate Study, Higher Education
Identifiers—Doctor of Arts, Wingspread Conference
Proceedings of a conference held to determine how Doctor of Arts programs could be put together and how their quality might be maintained are contained in this volume. The 19 papers presented include the Keynote Address, 6 papers related to the topic "Doctor of Arts in the Market Place," 5 papers concerned with "Doctor of Arts: Program Content," 1 paper related to "-

Standards and Quality," and 6 papers discussing aspects of "Institutional and Organizational Considerations." Appendix A consists of "Remarks on the Doctor of Arts at SUNY at Albany" by Arthur N. Collins, and Appendix B is a list of the conferees. (DB)

ED 055 090 TE 002 610
Wiseman. T. Jan Wiseman, Molly J.
Creative Communications: Teaching Mass Media.
Pub Date 71
Note—115p.
Available from—National Scholastic Press Association, University of Minnesota, Minneapolis, Minnesota 55455 ($3.95)
Document Not Available from EDRS.
Descriptors—*Course Content, *Curriculum Guides, *English Instruction, Instructional Media, *Mass Media, Teaching Techniques
This book is intended to serve as a starting point for the beginning mass media instructor. It is divided into five parts: (1) "Background on Mass Media Influence" will give the teacher grounds for inclusion of mass media study in the classroom; (2) "Subject Matter" gives capsule information on the subject area for the teacher; (3) "Sample Week-By-Week Outlines" includes material for six-week, nine-week, semester and two-semester units, which will give the teacher flexibility in using these in a mass media course of varying lengths; (4) "Media Lab and Classroom Aids" gives practical information on setting up a media lab for students to use both as a learning resource center and a laboratory to practice using the media; (5) The annotated "Bibliography" is a list of suitable books on this subject. (Author/CK)

ED 055 091 TE 002 613
Haught, Evelyn Hunt
Students' Patterns of Thinking in Teacher-Led Large Group Discussions and Student-Led Small Group Discussions of Literature.
Pub Date 70
Note—125p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5120: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Group Discussion, High School Students, *Literature, Student Participation, *Teacher Influence, *Thought Processes, Verbal Communication
This study attempted to determine if there is a difference in the amounts and patterns of thinking of students in teacher-led large group discussions and student-led small group discussions of literature. Students' verbalizations were analyzed and classified according to J.P. Guilford's Structure of Intellect. The instrument used was a modification of the Ashner-Gallagher System for Classfying Thought Processes in the Context of Classroom Verbal Interaction. Eleven classes of 253 students in a four-year high school were observed and tape recorded during 33 classes of teacher-led discussions and 22 classes of student-led discussions of literature. Teacher-led large group discussions, lasting 17 hours, 32 minutes, produced 2,256 verbalizations, or 2.14 per minute. Student-led small group discussions, lasting 7 hours, 48 minutes, produced 7,416 verbalizations, or 15.85 per minute. Conclusions include: (1) There is more verbal involvement in student-led small groups than in teacher-led large grups; (2) There is more personal identification with characters, situations, and truths in literature in small groups; (3) There is more freedom of expression in small groups; (4) Teacher-led discussions focus on convergent thinking; (5) Student-led discussions focus on evaluation; (6) There is 10% less use of pure recall in small groups; (7) There is 9% less divergent thinking in small groups. (Author/CK)

ED 055 092 TE 499 812
Heilman, Horace F.
Legal Certification Requirements to Teach and Supervise Art in the Public Schools of the Fifty (50) States and the District of Columbia. Final Report.
Kutztown State Coll., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-8-286
Pub Date Mar 67
Grant—OEG-6-10-036
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Teachers, *Beginning Teachers, *Public Schools, *State Legislation, Surveys, *Teacher Certification
The basic objective of the study was centered on the legal minimum certification requirements to teach art in the public schools. A survey form submitted to the certification officers of the 50 States and the District of Columbia provided the desired information. Accumulated data is intended to reveal the present status of certification requirements and educational preparation. Evaluation of the surveys submitted by the responding certification officers indicated a greater emphasis on United States citizenship and a slightly greater non-requirement of a loyalty oath. The title of the certificate issued to the neophyte art teacher is definitely dissimilar for almost every state certification department. Educational requirements are well established for general and professional education. Analysis of the responses to the survey indicate a need to reevaluate the specialization requirements for certification to teach art. There is a need for a modicum of certification agreement to facilitate reciprocal certification of art teachers among the several states. (Author/CK)

ED 055 093 TE 499 818
International Seminar on Teacher Education in Music (August 8-18, 1966).
Michigan Univ., Ann Arbor. School of Music.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1783
Pub Date 67
Note—431p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*International Programs, *Music Teachers, *Seminars, *Teacher Education
The purposes of the International Seminar in Teacher Education in Music included the following: (1) to make it possible for leaders in the field of teacher education in music to meet their counterparts from many parts of the world and exchange ideas; (2) to facilitate attendance at the International Society for Music Education conference at Interlochen, Michigan; and (3) to develop international understanding and foster international friendship by encouraging continuing contacts between persons in many different parts of the world. This seminar report contains 11 chapters, which are concerned with the following topics: The Purposes of the Seminar; A Survey of the Current Situation in Music Education; Basic Musicianship for the Music Educator; A Liberal Education for the Music Educator; Performance and the Music Educator; Preparing the Music Educator to Use the Music of His Own and Other Cultures; The Professional Education of the Music Educator: The Techniques of Teaching; Special Aids for Music Teachers; Research and Teacher Education; Music Education for the Classroom Teacher; and Evaluation, Interpretation and Recommendations. An Appendix contains Special Recommendations of Small Groups, and Program of the International Seminar on Teacher Education in Music. (DB)

TM

ED 055 094 TM 000 381
Medley, Donald M.
Specifications for a New Teacher Examination: A First Approximation.
Educational Testing Service, Princeton, N.J.
Report No—PR-70-14
Pub Date Sep 70
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Biographical Inventories, *Effective Teaching, Film Study, *Predictive Ability (Testing), Scoring, Situational Tests, Teacher Characteristics, *Teacher Evaluation, Teacher Qualifications, Teacher Selection, *Teaching Skills, Teaching Styles, *Test Construction, Test Interpretation
Identifiers—*Educational Testing Service
Suggestions are offered for constructing a test which would predict how a teacher would teach, thus providing school personnel officers, teacher certification agencies, and other clients with an index of the degree to which a candidate has mastered the content of teacher education. Three tasks in constructing this type of teacher examination are emphasized: (1) Defining the domain of behaviors contributing to success in teaching that the test must sample (Chapter II); (2) Specifying the domains to be covered by the modules of which the test is composed (Chapter III); and (3) Constructing items to put into the modules (Chapter IV). Although all of the suggestions offered for the new teacher examinations involve innovation in varying degrees, it is emphasized in Chapter I that a significant change in scoring and interpreting the test is needed. A reporting on cognitive factors in teaching style is appended. (AG)

ED 055 095 TM 000 811
Novick, Melvin R. And Others
Applications of Bayesian Methods to the Prediction of Educational Performance.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—ACT-RR-42
Pub Date Apr 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Academic Performance, *Bayesian Statistics, Colleges, *College Students, Mathematical Applications, Multiple Regression Analysis, *Prediction, Predictive Ability (Testing), *Predictive Measurement, Predictor Variables, Sampling, Statistical Analysis
Identifiers—*American College Testing Program
The feasibility and effectiveness of a Bayesian method for estimating regressions in m groups is studied by application of the method to data from the Basic Research Service of The American College Testing Program. Evidence supports the belief that in many testing applications the collateral information obtained from each subset of m-1 colleges will be useful for the estimation of the regression in the m-th college. Specifically, on cross-validation in a second sample, the Bayesian predictions had a smaller mean squared error in each of 22 colleges, the reduction averaging 9.7%, when compared with the least squares predictions when four predictor variables were used on a quarter sample in the 22 colleges where initial within-college sample sizes ranged from 26 to 184. Furthermore, even when based on the full sample within each college, the least squares predictions had an average cross-validated mean squared error only barely less than the Bayesian predictions based on the quarter sample. The most apparent benefit of the Bayesian method is that it permits regression to be done in subpopulations where sample sizes are small and where the regressions are different in the subpopulations. In the present study, a decrease of more than 10% in mean squared error was obtained using this approach. (Author)

ED 055 096 TM 000 812
Aleamoni, Lawrence M. Eitelbach, Sarah B.
Comparison of Six Examinations Given in Rhetoric 101, at the University of Illinois, Fall, 1965.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-315
Pub Date Jun 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, *Comparative Analysis, *Composition Skills (Literary), Correlation, Grades (Scholastic), Rhetoric, Statistical Analysis, *Test Reliability, *Test Validity, Writing Skills
Two forms of the CEEB English Composition Test and four tests constructed by the University of Illinois Rhetoric department were compared as final examinations for the freshman English composition course. Results from 2545 students indicate that while the CEEB tests discriminate more between students and are more reliable, the departmental tests are more valid and correlate more highly with final course grades. (AG)

ED 055 097 TM 000 813
Aleamoni, Lawrence M.
MERMAC: A Model and System for Test and Questionnaire Analysis.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-330
Pub Date Mar 70

Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, Course Evaluation, Course Objectives, Data Analysis, *Effective Teaching, *Feedback, *Formative Evaluation, *Instructional Improvement, Item Analysis, Learning, Models, Questionnaires, Scores, Student Attitudes, Test Construction
Identifiers—*MERMAC System
An evaluation model was developed to aid the classroom instructor in more effectively teaching his course by providing him with the basic data upon which to make judgements about student abilities, course attitudes, grade distributions, test appropriateness, etc. The MERMAC system was designed so that each instructor could obtain the data in a usable format and also be able to provide relatively immediate feedback to the students taking an examination or filling out a course evaluation questionnaire. A description of the software system and its interface to the evaluation model is presented. (Author)

ED 055 098 TM 000 814
Aleamoni, Lawrence M.
Student Attitude Inventory.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-329
Pub Date Feb 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Armed Forces, *College Freshmen, Family Income, Marihuana, Peer Groups, Pollution, Prediction, *Questionnaires, *Social Problems, Social Values, *Student Attitudes, Student Opinion
A ten item questionnaire dealing with parental family income, the legalization of marijuana, pollution, and a volunteer army was administered to the entering freshman class on September 6, 1970. The results indicate that the freshmen tend to underestimate the actual earning power of their fellow students' families by approximately $1,800. However, their actual feelings about marijuana and the volunteer army were extremely close to their estimates of what the general freshman class felt about those particular topics. The most surprising result of this study was the remarkably high concern about the Federal Government's involvement in pollution control and yet the relatively low agreement that one of the prime causes of air pollution, the internal combustion engine, should be banned from the highways. Suggestions are made about using the questionnaire approach to establish student attitudes on current problems and topics. (Author)

ED 055 099 TM 000 816
Tava, Edward G.
The Use of the Wechsler Intelligence Scale for Children in Differentiating Between the Endogenous and Exogenous Mental Defective.
Pub Date Apr 71
Note—22p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Abstract Reasoning, Diagnostic Tests, Evaluation Techniques, Exceptional Children, *Intelligence Differences, *Intelligence Tests, *Mental Retardation, Profile Evaluation, Research Problems, *Retarded Children, Scores, Special Education, Verbal Ability
Identifiers—*Wechsler Intelligence Scale for Children
This research is, in part, a study of a method of differentiating between two different types of retardation (the exogenous or brain injured and the endogenous or non-brain injured). However, this paper is also an example of the evaluation of a research problem, for it incorporates data and information from three different studies, each of which leads to the next study. The first study concerned the establishment of a profile of abilities of the retarded child as measured by the Wechsler Intelligence Scale for Children (WISC). The Vocabulary and Arithmetic subtests were found to be significantly low, while the Picture Completion, Object Assembly and Similarities subtests were significantly higher than the mean. A followup study was done to determine the causes for the extreme scores found in the previous study. A tentative conclusion was that the brain injured child contributed more variability to the subtest scores than did the non-brain injured. More indications of brain injury and a lower correlation between intelligence and achievement was found for the hypothesized exogenous group. The final study (presently in the proposal stage) will attempt to show the differences which exist between the exogenous and the endogenous mental defective as measured by the WISC. (Author)

ED 055 100 TM 000 817
Hammond, Loretta T. Rosick, Don C.
Problems of Prediction with College Education Achievement Project Students at Allen University.
Allen Univ., Columbia, S.C.
Pub Date Feb 71
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academically Handicapped, Achievement Tests, *College Admission, Correlation, *Disadvantaged Youth, Educational Problems, Grade Point Average, Low Ability Students, Multiple Regression Analysis, *Predictive Ability (Testing), Predictive Validity, Predictor Variables, *Standardized Tests, Student Evaluation, Success Factors
Identifiers—Allen University, *College Education Achievement Project
This study explored possible predictors of College Education Achievement Project students' success in college. Based on standardized test scores and teacher recommendations a multiple regression correlation was run with the grade point average of the first fifteen hours of regular college work. Correlations were run on male, female and combined sexes. This study suggests that standardized tests are not valid predictors of college success for disadvantaged students. Using any of the reported tests as a criterion for post-CEAP placement in the regular college program was not supported by the correlations in this study. (Author)

ED 055 101 TM 000 818
Werts, Charles E. And Others
A Congeneric Model for Platonic True Scores.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RB-71-22
Pub Date May 71
Grant—OEG-2-700033(509)
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correlation, Hypothesis Testing, *Mathematical Models, *Mathematics, Probability Theory, *Statistical Analysis, *True Scores
To resolve a recent controversy between Klein and Cleary and Levy, a model for dichotomous congeneric items is presented which has mean errors of zero, dichotomous true scores that are uncorrelated with errors, and errors that are mutually uncorrelated. (Author)

ED 055 102 TM 000 829
Flaugher, Ronald L.
Project Access Research Report No. 2: Patterns of Test Performance by High School Students of Four Ethnic Identities.
Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.; Ford Foundation, New York, N.Y.
Report No—RB-71-25
Pub Date May 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, Caucasian Students, Data Analysis, *Ethnic Groups, Grade 11, *High School Students, Mexican Americans, Minority Groups, Negro Students, Sex Differences, *Social Class, Socioeconomic Status, Testing, *Test Results
Identifiers—Orientals, *Project Access
Among the four participating ethnic groups in Project Access for Los Angeles (Black, White, Mexican-American, and Oriental), the patterns of test performance that emerged were surprisingly similar to those from two previous studies of first-grade children, even though Access involved eleventh graders. Partially replicated was the finding that overall level of performance varied with social class, while the patterns remained rather constant within ethnic group, regardless of social class. This new evidence adds to the strength of the argument that our educational systems should be attending to, and utilizing, the variety of talents and aptitudes presented by the students, rather than attempting to treat everyone as a member of the majority group. (Author)

ED 055 103 TM 000 830
Prediger, Dale J.
Converting Test Data to Counseling Information.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-44
Pub Date Jun 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, Computer Oriented Programs, Decision Making, Discriminant Analysis, Feedback, Field Studies, High School Students, *Interest Tests, Longitudinal Studies, *Profile Evaluation, Scores, *Test Interpretation, *Test Results, Test Validity, *Vocational Counseling
Information from tests, when considered in the context of decision theory, can play an important role in vocational development. This role is primarily one of stimulating and facilitating exploratory behavior. Objective procedures for converting test data into counseling information are discussed and illustrated with special attention being given to similarity scores and similarity score profiles. The similarity score profiles, when used in conjunction with success estimates, avoid many of the pitfalls inherent in Parsonian approaches to test interpretation. A computer-based system incorporating the above data-information conversion procedures was developed and field tested with potential vocational school students. Longitudinal validation analyses involving more than 1,500 students and 20 interest and aptitude measures provided the empirical base for the data-information conversion procedures. Similarity scores and success estimates were developed for each of the 12 vocational program areas in which the students enrolled. These reporting procedures were then field tested with an additional group of 900 students enrolled in 12 high schools. Illustrations of the similarity score reporting procedures and student reactions to them are provided. (Author/CK)

ED 055 104 TM 000 831
Evaluating Home Day Care Mothers' Work with Young Children.
Seattle Community Coll., Washington.
Pub Date 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Rating Scales, *Checklists, *Child Care, Child Care Centers, Curriculum Planning, *Day Care Programs, Day Care Services, Evaluation, Evaluation Techniques, *Home Programs, Mothers, Preschool Children
This checklist was developed to determine the skills of day care home mothers before and after training as observed by a day care home educator. Areas evaluated are: Professional Attitude; Parent Relationships; Nutrition; Health and Safety; Baby Care; Preparing the Teaching Environment; Guidance; Teaching Techniques, Language and Literature; Art; Music; Large Muscle Play; Science; and Other Program Activities. (AG)

ED 055 105 TM 000 832
Perry, Dallis K. And Others
Predicting College Grades of Minnesota High School Students.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 22 Apr 71
Note—71p.; v11, n7
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aptitude, Admission Criteria, *Aptitude Tests, College Admission, *College Freshmen, Correlation, Expectancy Tables, *Grade Prediction, High School Students, Post High School Guidance, Predictive Ability (Testing), *Predictive Validity, Predictor Variables, Sex Differences
Identifiers—*Minnesota Scholastic Aptitude Test
Because the last validity study on the Minnesota Scholastic Aptitude Test (MSAT) scores and high school rank for predicting grades in Minnesota colleges was made in 1963, the

present study was made to re-establish these validities and to update the interpretive guides. Tables include the correlations of high school rank, MSAT scores, and first quarter grades in Minnesota colleges. Also, norms and expectancy tables for first year grade point average based on Fall 1968 college freshmen are given for University of Minnesota colleges, and for private liberal arts colleges, state colleges, and junior colleges in Minnesota. (AG)

ED 055 106 TM 000 833
Perry, Dallis K. And Others
Scholastic Aptitude in Minnesota Colleges--1968.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 22 Apr 71
Note—23p.; v11, n8
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Aptitude, Attendance Patterns, *College Attendance, *College Freshmen, Colleges, *Grade Point Average, Grades (Scholastic), Post High School Guidance, Sex Differences, *State Surveys, Statistical Data
Identifiers—*Minnesota Scholastic Aptitude Test
The results of scholastic aptitude surveys of freshmen entering Minnesota colleges in Fall 1965 and Fall 1968, most of whom had been tested as high school juniors in the winters of 1964 and 1967 respectively, are presented. Tables show the distribution of ability of students entering various types of Minnesota colleges. (MS)

ED 055 107 TM 000 834
Holman, Eric W.
A Note on Conjoint Measurement with Restricted Solvability.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-65
Pub Date Nov 70
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Factor Structure, Mathematical Applications, *Mathematics, Measurement, *Set Theory, *Transformations (Mathematics)
Additive two-factor conjoint measurement is derived from axioms that do not include unrestricted solvability or a condition on interlocked standard sequences. (Author)

ED 055 108 TM 000 835
Boldt, Robert F.
A Four Value Personnel Decision Model: Remedial Placement.
Educational Testing Service, Princeton, N.J.
Report No—RP-70-10
Pub Date Feb 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Placement, Competitive Selection, *Decision Making, *Models, Performance Criteria, *Personnel Policy, *Remedial Programs, Scores, Student Personnel Services, Testing
The personnel decision principally treated in this paper is that of remedial placement. The decision made with respect to candidates is to accept or reject, and performances by candidates are evaluated as pass or fail. A criterion and a selection variable were assumed, and the problem is to choose a cutting score on the selection variable such that the value of acceptance decision-outcome combinations is at an optimum. Optimization conditions are given in general functional notation and for normal surfaces. Numerical examples are given for three philosophies of evaluating pass and fail outcomes and for three levels of college course difficulties. (Author)

ED 055 109 TM 000 836
Van Thillo, Marielle Joreskog, Karl G.
SIFASP: A General Computer Program for Simultaneous Factor Analysis in Several Populations.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-62
Pub Date Nov 70
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, Factor Analysis, *Factor Structure, Hypothesis Testing, *Mathematical Models, *Research Methodology, *Sampling, Statistical Analysis
A computer program for simultaneously factor analyzing dispersion matrices obtained from independent groups is described. This program is useful when a battery of tests has been administered to samples of examinees from several populations and one wants to study similarities and differences in factor structure between the different populations. (CK)

ED 055 110 TM 000 837
Joreskog, Karl G.
Simultaneous Factor Analysis in Several Populations.
Educational Testing Service, Princeton, N.J.
Report No—BR-70-61
Pub Date Nov 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, *Factor Structure, Goodness of Fit, Hypothesis Testing, Mathematical Applications, *Mathematical Models, *Research Methodology, *Sampling, Statistical Analysis
This paper is concerned with the study of similarities and differences in factor structures between different groups. A common situation is when a battery of tests has been administered to samples of examinees from several populations. A very general model is presented, in which any parameter in the factor analysis models (factor loadings, factor variances, factor covariances, and unique variances) for the different groups may be assigned an arbitrary value or constrained to be equal to some other parameter. Given such a specification, the model is estimated by the maximum likelihood method yielding a large sample chi-square of goodness of fit. By computing several solutions under different specifications one can test various hypotheses. The method is capable of dealing with any degree of invariance, from the one extreme, where nothing is invariant, to the other extreme, where everything is invariant. Neither the number of tests nor the number of common factors need to be the same for all groups, but to be at all interesting, it is assumed that there is a common core of tests in each battery that is the same or at least content-wise comparable. (Author)

ED 055 111 TM 000 842
Klein, Stephen P. And Others
Procedures for Needs-Assessment Evaluation: A Symposium.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—CSE-67
Pub Date May 71
Note—63p.; From symposium delivered at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, *Educational Needs, Educational Objectives, Elementary Schools, Evaluation Criteria, *Evaluation Techniques, Models, Norms, Principals, *Resource Allocations, Symposia, Test Reliability, *Test Selection, Test Validity
Identifiers—*CSE Elementary School Evaluation KIT
Symposium topics and speakers include "Choosing Needs for Needs Assessment" (Stephen P. Klein); "Selecting Tests to Assess the Needs" (Ralph Hoepfner); "Making Better Decisions on Assessed Needs: Differentiated School Norms" (Paul A. Bradley and Dale Woolley); and "Allocating Resources by Subject Area" (James S. Dyer and Guy P. Strickland). A list of 145 goals of elementary education from the CSE Elementary School Evaluation KIT is appended. (AG)

ED 055 112 TM 000 843
Hoepfner, Ralph
A Test of Tests.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—CSE-69
Pub Date May 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, Correlation, *Educational Needs, Educational Objectives, Elementary Grades, *Evaluation Criteria, *Factor Analysis, Measurement Instruments, Norms, Test Reliability, *Tests, *Test Selection, Test Validity
Identifiers—*School Evaluation Project
An objective-based classification of needs-assessment areas for elementary education and a critical test evaluation procedure for application to measurement devices in these need areas were developed. Criteria for the evaluation are measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. The results of 24 evaluations performed on 1,649 scales are discussed. (MS)

ED 055 113 TM 000 844
Dizney, Henry
Classroom Evaluation for Teachers.
Pub Date 71
Note—131p.
Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (HC $2.25)
Document Not Available from EDRS.
Descriptors—Classroom Techniques, Data Analysis, Educational Objectives, Educational Principles, *Evaluation, Instructional Design, Instructional Improvement, Item Analysis, *Measurement, Standardized Tests, Statistical Analysis, *Teacher Education, Teachers, Test Construction, Testing, Test Reliability, *Test Validity
Principles and concepts of measurement and evaluation are organized to aid teachers and students of education in developing an understanding of the issues in educational evaluation and some command of its procedures. Chapter headings are: Issues in Educational Evaluation; Foundations of Evaluation; The Treatment of Empirical Data; Instructional Assessment and Test Construction; and Validity and Reliability. (MS)

ED 055 114 TM 000 845
Harris, Richard J.
An Interval-Scale Classification System for All 2 x 2 Games.
Pub Date 71
Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Decision Making, *Games, *Game Theory, Mathematical Applications, *Mathematics, Models, Operations Research, Probability Theory, Problem Solving, Risk, *Transformations (Mathematics)
This extension of Harris' classification system permits classification of the interval-scale properties of any 2 x 2 (two person, two choice) game. The system is compared to taxonomies developed by various previous researchers. It is shown to permit compact description of any 2 x 2 game as an octet of numbers. It also permits rapid classification of comparisons among game matrices with respect to the strength of measurement which must be assumed for the comparison to be meaningful. (Author/CK)

ED 055 115 TM 000 853
Jung, Steven M. And Others
Experimental Assessment of an Incentive Program to Enhance School Learning: A Pilot Study. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Franklin-McKinley School District, San Jose, Calif.
Report No—AIR-2054-7-71-FR
Pub Date Jul 71
Grant—OEG-9-71-0027(056)
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Criterion Referenced Tests, Educational Accountability, Educational Objectives, *Incentive Systems, *Learning Motivation, Mathematics Instruction, Mexican Americans, Models, Parent Attitudes, Parent Participation, *Pilot Projects, Positive Reinforcement, *Primary Grades, Reading Improvement, Rewards, Student Attitudes, Student Motivation, Teacher Attitudes, Teacher Motivation
The following objectives of the study are discussed in detail: 1) to determine if a successful experimental field study of incentives could be implemented; 2) to develop and refine the methodology required to carry off a large-scale field study of incentives based on six models; and 3) to obtain a preliminary estimate of the effects

of incentives on student achievement in order to better assess the potential pay-off of further research on the topic. A list of comprehensive objectives for mathematics and reading at the primary level and other projects documents are appended. (MS)

ED 055 116 TM 000 854
Jung, Steven M. And Others
Instructional Practices Questionnaire: Reading.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Franklin-McKinley School District, San Jose, Calif.
Pub Date Jul 71
Grant—OEG-9-71-0027(056)
Note—5p.
Available from—Not available separately; see TM 000 853
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Elementary School Teachers, Grading, Instructional Materials, Motivation Techniques, Parent Teacher Cooperation, Programed Materials, *Questionnaires, *Reading Instruction, Student Motivation, *Teacher Evaluation, Teachers, *Teaching Procedures, Teaching Techniques
Each experimental and active control teacher completed this instructional practices questionnaire before and after the incentive treatment period. (For information on the entire project see TM 000 853.) (MS)

ED 055 117 TM 000 855
Jung, Steven M. And Others
Instructional Practices Questionnaire: Mathematics.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Franklin-McKinley School District, San Jose, Calif.
Pub Date Jul 71
Grant—OEG-9-71-0027(056)
Note—5p.
Available from—Not available separately; see TM 000 853
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Elementary School Teachers, Grading, Instructional Materials, *Mathematics Instruction, Motivation Techniques, Parent Teacher Cooperation, Programed Materials, *Questionnaires, Student Motivation, *Teacher Evaluation, Teachers, *Teaching Procedures, Teaching Techniques
Each experimental and active control teacher completed this instructional practices questionnaire before and after the incentive treatment period. (For information on the entire project see TM000 853.) (MS)

ED 055 118 TM 000 856
Frederiksen, Norman
Toward a Taxonomy of Situations.
Educational Testing Service, Princeton, N.J.
Report No—RM-71-11
Pub Date Aug 71
Note—31p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D. C., September 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, *Behavioral Science Research, *Behavior Patterns, Classification, Environmental Criteria, Individual Differences, Multiple Regression Analysis, Performance Criteria, Personality Tests, *Predictor Variables, *Research Methodology, Situational Tests, Stimulus Behavior, *Taxonomy
Criteria and methods for developing a taxonomy for different situational categories are presented. (CK)

ED 055 119 TM 000 857
Echternacht, Gary J. And Others
User's Handbook for Confidence Testing as a Diagnostic Aid in Technical Training.
Educational Testing Service, Princeton, N.J.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—PR-71-12
Pub Date Jul 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Diagnosis, *Guessing (Tests), Measurement Techniques, Multiple Choice Tests, Rating Scales, *Scoring, Scoring Formulas, *Technical Education, *Testing, Testing Problems, Weighted Scores
Identifiers—*Confidence Testing
This handbook presents instructions for implementing a confidence testing program in technical training situations, identification of possible areas of application, techniques for evaluating confidence information, advantages and disadvantages of confidence testing, time considerations, and problem areas. Complete instructions for "Pick-One" and "Distribute 100 Points" confidence testing methods are given for testing supervisors and examinees for both hand and computer scoring. (MS)

ED 055 120 TM 000 858
Kirk, David B.
A Method for Approximating the Bivariate Normal Correlation Coefficient.
Pub Date 1 Aug 71
Note—5p.; Supplement to RB-71-35
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algorithms, *Computer Programs, *Correlation, Mathematical Models, *Mathematics, Statistical Analysis
Identifiers—Gaussian Quadrature, *Newton Raphson Iteration Technique
Improvements of the Gaussian quadrature in conjunction with the Newton-Raphson iteration technique (TM 000 789) are discussed as effective methods of calculating the bivariate normal correlation coefficient. (CK)

ED 055 121 TM 000 860
Senathirajah, Nallamma Weiss, Joel
Evaluation in Geography: A Resource Book for Teachers.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 71
Note—107p.
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (HC $3.25)
Document Not Available from EDRS.
Descriptors—Content Analysis, Curriculum Development, *Educational Objectives, Effective Teaching, Essay Tests, *Evaluation, Evaluation Techniques, Geographic Concepts, Geography, *Geography Instruction, Manuals, Multiple Choice Tests, *Teaching Guides, *Test Construction, Testing, Tests
In response to the need for sound classroom evaluation procedures, educational objectives in the area of geography are defined. In addition, suggestions and examples of test construction, based on the experiences and judgments of evaluators as well as on research findings from education and geography, are offered. (CK)

ED 055 122 TM 000 876
Hayman, John L., Jr. Calendine, Jerry
Survey of Testing in the Great City Schools.
Council of the Great City Schools, Washington, D.C.
Pub Date Sep 70
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Achievement Tests, Aptitude Tests, *Culturally Disadvantaged, Flexible Progression, Intelligence Tests, Interest Tests, Mathematics, Norm Referenced Tests, Personality Tests, Preschool Tests, Reading Tests, Science Tests, *Standardized Tests, *Surveys, Testing, *Testing Problems, *Test Results
Identifiers—*Great Cities Program
Returns from the Survey of Testing questionnaire, which was mailed to each testing director in the Great Cities Program, are summarized. The Survey includes: 1) information concerning test standardization; 2) information concerning the use of test results; 3) all tests currently used in the Great City Schools. (MS)

ED 055 123 TM 000 897
Hoepfner, Ralph And Others
CSE-ECRC Preschool Kindergarten Test Evaluations.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 71
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, Early Childhood Education, Educational Accountability, Educational Objectives, *Evaluation, Evaluation Criteria, *Kindergarten, Norms, *Preschool Tests, *Rating Scales, *Tests, Test Validity
Identifiers—MEAN Test Evaluation Procedure
Approximately 120 published pre-school and Kindergarten tests (including over 630 subtests with separately normed scores) were evaluated through the MEAN test evaluation procedure which reflects four main areas of concern: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. Evaluation results are presented in tabular form and are indexed by the educational objective to which they are keyed, and by test name. An index of publishers and distributers of available Preschool and Kindergarten tests is also included. (MS)

UD

ED 055 124 UD 011 813
Barresi, Charles M.
Neighborhood Patterns of Invasion and Succession.
Pub Date Sep 71
Note—20p.; Paper presented at the annual meeting of the American Sociological Association, Denver, Colo., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, Demography, *Ethnic Distribution, Housing Patterns, *Inner City, Integration Effects, Metropolitan Areas, *Neighborhood Integration, Racial Composition, Racial Distribution, Racial Integration, *Residential Patterns, *Social Change, Social Integration
Identifiers—New York
Previous studies of the residential succession process have described the patterns of succession in terms of stages defined either by the responses of the residents or by the percent of black population occupying the area. The present study approaches the investigation from an operational point of view, using a microscopic technique of data collection and analysis. A relatively small area is concentrated on, and the patterns are analyzed in terms of specific dwellings, streets, and blocks. The earlier stages of the succession process are focused on, since they give direction to the later concentrated stage. The area studied is one of the oldest inner-city neighborhoods in Buffalo, New York. Bounded physically by major traffic arteries, parks, schools, and playgrounds, it has all the qualities of a natural area. Over the years it has come to be recognized as an entity displaying both physical as well as psychological boundaries, readily identified by both residents and non-residents alike. (Author/JM)

ED 055 125 UD 011 814
Soares, Louise M. Soares, Anthony T.
A Study of the Interpersonal Perceptions of Disadvantaged Children.
Pub Date Sep 71
Note—9p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Achievement Gains, *Changing Attitudes, *Disadvantaged Youth, Economically Disadvantaged, *Elementary School Students, Intervention, Remedial Instruction, Role Perception, *Self Concept, Self Concept Tests, Self Esteem, Social Relations, Suburban Youth, Summer Programs
An investigation was made into the various dimensions of disadvantaged children's self-perceptions in comparison to the interpersonal perceptions of them held by the significant adults in their environment--teachers and parents--both before and after a special summer program developed especially for the improvement of academic skills of the disadvantaged. The assumption was that, if the children were enabled to succeed in the other areas of the program--particularly in reading and arithmetic--they might also begin to hold a more positive attitude toward themselves, and the others' view of them might also improve accordingly. There were 63 children enrolled in a suburban community's Summer ESEA Project for its own disadvantaged. The program was carried on for six weeks in grades one to six, with provision made for reading and arithmetic remediation, nature study, arts and

crafts, physical education, and personnel health care. The instrument utilized for measuring self-perceptions, the Self-Perception Inventory, measures Self-Concept, Ideal Concept, Reflected Self-Classmates, Reflected Self-Teachers, and Reflected Self-Parents. (Author/JM)

ED 055 126 UD 011 817

Nelsen, Edward A. Vangen, Patricia M.

Impact of Father Absence on Heterosexual Behaviors and Social Development of Preadolescent Girls in a Ghetto Environment.

Pub Date Sep 71

Note—9p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasian Students, Family Background, *Fatherless Family, *Females, *Inner City, *Junior High School Students, Lower Class Students, Negro Students, Peer Relationship, Sexuality, *Social Development, Socialization, Student Behavior, Urban Environment

There is little theory of research concerning the impact of father absence on females. The present study compared father-absent and father-present preadolescent girls on the basis of selected measures of peer relationships, dating practices, source of sex information, family and peer relationships, and sexual experience. The sample consisted of 95 eighth-grade girls attending home economics classes in a junior high school in a low socioeconomic neighborhood within a large metropolitan area. The "Father-Present" group consisted of 23 blacks and 19 Caucasians. The results suggest that in ghetto environments, father-absent girls may be exposed to and cognitively oriented towards sexually provocative and promiscuous experiences at an early age. The father, in the ghetto environment, may have an important role in the development of sex-related attitudes, values, and knowledge of young adolescent girls. (Author/JM)

ED 055 127 UD 011 819

Schwartz, Richard

Project Unique. A Report.

Center for Urban Education, New York, N.Y. Program Reference Service.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—PRS-009

Pub Date May 71

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, *Disadvantaged Youth, Experimental Programs, *Negro Students, Negro Teachers, Parent Participation, *Racial Balance, Teacher Education, *Urban Education

Identifiers—New York, *Project Unique, Rochester

Project Unique, developed by the Rochester public school system, assumed that an adequate program must relate to the larger environment within which the school functions and, hence, sought to work out a comprehensive approach to the problems of urban education. Its components aimed at: increasing community participation of inner city parents in the educational process; recruiting black and Spanish-speaking teachers; improving the racial balance of urban and suburban schools; producing a "working partnership" with the business community both as a source of financial aid and as members of an "adjunct faculty" in the schools; and, developing new modes of instruction. Federal funding for Project Unique terminated in June, 1970. It has since been converted into a nonprofit corporation chartered by the Board of Regents, under the auspices of the Rochester City School District. The creation of the corporation aimed to provide a vehicle for fund raising. It is held that there is little evidence to suggest large-scale financial support of public education by Rochester's private sector will be forthcoming. The Project has contributed to: (1) altering the racial composition of some city and suburban schools; (2) adding a significant number of black teachers to Rochester's teaching force, as well as three high-level black administrators; (3) effecting changes in the teacher training programs of many area colleges; (4) having some of the features of its model school component replicated in other public schools; and, (5) partially involving inner city parents in the educational enterprise. (Author/JW)

ED 055 128 UD 011 820

Wargo, Michael J. And Others

Further Examination of Exemplary Programs for Educating Disadvantaged Children. Final Report.

American Institutes for Research in the Behavioral Sciences, Los Angeles, Calif.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No—AIR-2026-7-71-FR

Pub Date Jul 71

Contract—OEC-0-70-5016

Note—294p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Affective Behavior, Cognitive Development, *Compensatory Education, *Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, *Program Evaluation

This study was the third in a series, and its primary objective was the identification and description of successful compensatory educational programs for disadvantaged children. Programs were considered successful if they demonstrated cognitive benefits that were statistically and educationally significant. The second objective of this study was to determine the state-of-the-art in noncognitive benefit assessment based on a review of affective and social benefit evaluations of successful programs. After many evaluation reports were reviewed and site visits made, several programs were identified as successful and were then subject to closer analysis. The study concludes that very few compensatory education programs have clearly demonstrated success. Clearly, improvements must be made in program evaluation before the effectiveness of such programs can be fairly assessed. Descriptions and analyses of some successful programs are included. (Author/JW)

ED 055 129 08 UD 011 821

Deutsch, Martin And Others

An Evaluation of the Effectiveness of an Enriched Curriculum in Overcoming the Consequences of Environmental Deprivation.

New York Univ., N.Y. Inst. for Developmental Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0342

Pub Date 1 Jul 71

Grant—OEG-5-10-045

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, Achievement Tests, *Compensatory Education, *Compensatory Education Programs, *Disadvantaged Youth, Elementary Schools, *Experimental Curriculum, Intelligence Tests, Urban Education

Identifiers—Illinois Test Of Psycholinguistic Abilities, Lorge Thorndike Intelligence Test, Metropolitan Achievement Test, Peabody Picture Vocabulary Test, Stanford Binet Intelligence Scale

This Institute for Developmental Studies (IDS) program was established in 1958, and represented an attempt to study the inter-play of environment on psychological development, and to evolve and develop an enriched and stimulating school curriculum for socially disadvantaged children. Over the years, the IDS program has evolved into a comprehensive five year enrichment curriculum, running from the kindergarten year through the third grade. The academic progress of both Institute and control children was monitored over the five year period by administering both standardized and Institute-developed tests and observational procedures. IDS experimental children and those in the control groups were tested with a wide battery of measures of ability and achievement. Longitudinal evaluative information was obtained through the administration of the Stanford-Binet Intelligence Scale (Form L-M), the Peabody Picture Vocabulary Test, the Illinois Test of Psycholinguistic Abilities, the Lorge-Thorndike Intelligence Tests, and the Metropolitan Achievement Tests. The findings reviewed in this report show a positive change for children who experienced five years of enrichment in the Institute for Developmental Studies program, as compared with a control group of children who were not in the enrichment program. Experimental children performed better on a number of measures of ability and achievement, and appeared to maintain much of their early enrichment advantage over their controls. (Author)

ED 055 130 UD 011 822

Glatt, Charles A. And Others

The Political-Legal Approach to Desegregation. NCRIEEO Newsletter, Volume 2, Number 4, September 1971.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Board of Education Policy, Board of Education Role, Civil Rights Legislation, Dejure Segregation, *Integration Plans, *Legal Problems, *Political Influences, *Political Issues, Public Schools, Racial Integration, *School Integration

In this discussion of desegregation, a political-legal guide for the ultimate integration of public schools has been constructed. The documents are most useful where segregation rests on a "de jure" foundation, enforced by the government. The guide consists of a series of carefully programmed legal maneuvers, exchanges of reports, recommendations, and information to and from the sources of power and policy determination in the school community. The carefully designed and suggested documents are legally-based steps, all of which are available to most school districts and desegregation planners. The action begins with a resolution adopted by the local board of education, asking for assistance from the state department of the commitment to the task, and a listing of initial activities and recommendations. (Author/JW)

ED 055 131 UD 011 823

Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part II--Status of School Desegregation Law. Hearings Held Washington, D.C., June 15, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Jun 71]

Note—122p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.55)

Document Not Available from EDRS.

Descriptors—*Civil Rights Legislation, *Equal Education, Federal Court Litigation, *Integration Litigation, Race Relations, *School Integration, Supreme Court Litigation

The hearings on the status of school desegregation law called several witnesses to testify: Mr. Julius Chambers (NAACP); Prof. Alexander M. Bickel (Yale Law School); Prof. Charles Hamilton (Columbia University); Prof. Owen Fiss (University of Chicago Law School); and, Senator George McGovern of South Dakota. The appendixes of the report contain pertinent legislation and important supreme court decisions, two of which concern the Charlotte-Mecklenburgh Board of Education, as well as U. S. District Court opinions and relevant newspaper articles. (CB)

ED 055 132 UD 011 824

Hearing Before the Subcommittee on Housing and Youth Affairs of the Committee on the District of Columbia, House of Representatives, Ninety-Second Congress, First Session on H. Con. Res. 172. School Attendance. Hearing Held Washington, D.C., May 24, 1971.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

Pub Date [May 71]

Note—15p.; Committee Print, House Committee on the District of Columbia

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attendance Patterns, *Federal Government, Government Employees, Government Role, *Public Education, *Public Schools, *Public School Systems

Identifiers—District Of Columbia

In this hearing, Congressman John R. Rarick (Louisiana) helped put forth a concurrent resolution that each officer or employee of the Federal Government residing and working in the District of Columbia should send his children to the D. C. Public Schools. Congressman Rarick, and William Robinson from the District of Columbia government, were among those who testified. Letters relevant to the resolution were submitted for the record. (JW)

ED 055 133 UD 011 831

Zuiches, James J. Fuguitt, Glenn V.

Subregional Effects on the Growth and Decline of Nonmetropolitan Cities.

Pub Date Aug 71

Note—29p.; Paper presented at the annual meeting of the Rural Sociological Society, Denver, Colo., August 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Demography, City Problems, Population Distribution, *Population Growth, *Population Trends, *Sociology, Urban Areas, *Urban Population

This paper describes and tests a series of hypotheses about the effects of locality characteristics upon the growth of nonmetropolitan urban places. In the cross-sectional analysis of this study, the potential effectiveness of resource-based development seems limited as a factor in urban growth except in the North Central region. On the other hand, the importance of urban places in low income subregions is underscored by the finding that many of these places are growing. A more intensive examination of these places could determine what role they are playing in the urbanization process. The positive effect of subregional population change upon urban population change is the strongest consistent finding. At the end of the study report, the author makes a number of recommendations for future research and planning of growing cities. (Author/JW)

ED 055 134 UD 011 832

Coates, William D.

Kalamazoo Desegregation Study--Phase I.

Kalamazoo Public Schools, Kalamazoo, Mich.

Pub Date 71

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Integration Effects, *Negro Students, *Neighborhood School Policy, Neighborhood Schools, Racial Discrimination, *School Integration, *Student Attitudes, Teacher Attitudes, Verbal Communication

Identifiers—Kalamazoo Public Schools, Michigan

Shortly after the Kalamazoo Public Schools adopted an extensive desegregation plan based on a two-way busing approach patterned after the Berkeley California Schools, a study designed to reveal strengths and weaknesses of the proposed plan was commissioned. It was originally intended to collect appropriate baseline data prior to desegregation and then to observe subsequent changes in the data at various times after the desegregation had been implemented to obtain systematic feedback regarding desegregation effects. The collection, analysis, and interpretation of the baseline data collected during the spring of 1971 constituted Phase I of the overall study. The findings of only the Phase I study are reported here. This document is a report of research findings in classrooms operating on the neighborhood school concept; it is not an evaluation of desegregation effects. In behavioral terms it is considered that there is no reason to believe that Kalamazoo teachers, as a group, discriminate against black students; teachers are just as accepting of ideas expressed by blacks as of those expressed by whites. Yet black students at both the elementary and secondary levels are held to have more unfavorable attitudes toward the school environment and seem to feel that teachers are less accepting of them than do whites. (Author)

ED 055 135 UD 011 833

Johnson, F. Henry

A Brief History of Canadian Education.

Pub Date 68

Note—224p.

Available from—McGraw-Hill Company of Canada, Ltd., Toronto, Ontario. ($4.25)

Document Not Available from EDRS.

Descriptors—*Catholic Schools, Education, *Educational History, *French

Identifiers—*Canada

In this history of Canadian education, the author delineates the establishment of the school systems and the first two centuries of their development. The first part of his discussion focuses on the influence of the United States, French culture, British settlement and early schools, and frontier schools. Next, the growth of both the nation and the schools during the latter part of the 19th and beginning of the 20th century are outlined. In the third part of the book, modern trends in Canadian education are analyzed. (Author/JW)

ED 055 136 UD 011 834

Cagle, Laurence T.

Interracial Housing: A Reassessment of the Contact Hypothesis.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—28p.; Expanded version of paper read at the annual meeting of the American Sociological Association, Denver, Colo., September 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Housing, *Integration Studies, *Negroes, *Public Housing, Public Housing Residents, Racial Attitudes, *Racial Integration, Social Integration

In this essay, application of the equal-status contact hypothesis to the policy of integrated housing is reassessed by reviewing the findings from two studies of interracial public housing. Assessment of the relative level of interracial intimacy in the integrated projects is hindered by measures lacking in clarity and comprehensiveness, but the data actually reported suggest that both inter-and intraracial contacts were not particularly intimate. Although not designed to replicate or extend the findings of these studies, a study of four integrated, low-income public housing projects in Syracuse contained data which raise further doubts about interracial intimacy. The studies are interpreted in light of the voluntaristic nature of neighboring in urban society. (Author)

ED 055 137 UD 011 836

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs. Part 4--Implementation, 1970 Amendments to the National School Lunch Act. Hearings Held Washington, D.C., May 3-4, 1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 71

Note—234p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($1.00)

Document Not Available from EDRS.

Descriptors—Educational Legislation, Federal Government, *Federal Programs, *Lunch Programs, *Nutrition

In trying to solve the problem of hunger in the classroom, the Senate Select Committee on Nutrition and Human Needs heard the testimony of many witnesses, among whom were: Miss Barbara Bode, Program Director, The Children's Foundation; Miss Barbara Hockert, President, Burlington Ad Hoc Committee on School Lunches; and, Mrs. Joseph H. Young, National Executive Committee, United Presbyterian Women. In addition, various letters and newspaper articles submitted by witnesses are included in the record of the hearings or included in the appendix. (JW)

ED 055 138 UD 011 844

Small, Sylvia S.

Black Americans: A Charthook.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—Bull-1699

Pub Date 71

Note—138p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2901-0650, $1.25)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Employment Statistics, *Family Income, Income, Migration Patterns, *Negro Employment, *Negroes, Negro Housing, *Negro Population Trends, Population Trends, Statistical Data

This book is a compilation of data on black Americans. The record of the past two decades shows that blacks have been migrating out of the rural South into the cities of the North and West. There, with greater choices, many have been progressing economically from unskilled low-paid jobs into white-collar and skilled occupations. In search of better housing and jobs, many have been moving out from their first place of urban settlement in city core centers into the surrounding suburban rings. Over a period of time, a migrant population has been giving way to a settled, urban, second generation, as increasing numbers are moving economically and socially from extreme poverty into middle-class status. Others are left behind, both in the rural back waters of the South and in the urban centers. The charts and tables in this book attempt to present visually some of the information about blacks in recent years. Data from the 1970 census are included. (Authors/JA)

ED 055 139 UD 011 845

[Milwaukee Public Schools] Title I ESEA Evaluation, 1970-1971.

Milwaukee Public Schools, Wis.

Pub Date Aug 71

Note—281p.

Available from—Milwaukee Public Schools, Dept. of Educational Research & Program Assessment, P.O. Drawer 10K, Milwaukee, Wis. 53201 (Free of Charge)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Ancillary Services, Disadvantaged Youth, Educationally Disadvantaged, English (Second Language), Federal Aid, *Federal Programs, Kindergarten, *Language Development, *Program Evaluation, Public Schools, *Reading, Reading Centers

Identifiers—Elementary Secondary Education Title I, ESEA Title I, *Milwaukee Public Schools

This evaluation concentrated on the behavioral objectives proposed for each of 37 academic and supportive service projects included in the total program. The report contains a brief description of the process of these projects and conclusions concerning project effectiveness. The conclusions drawn were based upon the best evidence available and upon the assumption that the behavioral objectives were relevant to the education of disadvantaged youth. Evaluative ratings were assigned to projects on the basis of a project's improvement over last year's outcome, parent perceptions of project value, and school personnel perceptions of the project. (Author/JW)

ED 055 140 UD 011 846

Murray, Ellen Wellman, Barry

Success and Self-Conception: The Impact of Academic Grades on the Student Role Identities of Black and White Adolescents.

Spons Agency—Canada Council, Ottawa (Ontario).; Harvard Univ., Cambridge, Mass. Lab. of Social Relations.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note—30p.; Paper presented at the annual meeting of the American Sociological Association, Denver, Colo., August 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Adolescents, *Negro Students, Racial Attitudes, Racial Differences, *Self Concept, Social Background, *Student Role

In this study the extent to which variation in academic success is related to variation in adolescent identification with "student role" is examined. Particular attention is paid to how this relationship varies among adolescents of different races, social background levels, and school racial experiences. The data were collected from a 1966 survey of ninth-graders conducted in eight schools of varying racial mixtures in Pittsburgh. Self-concepts were measured by computer-based content analysis of "Who Am I?" responses. The authors conclude that level of scholastic achievement is positively related to frequency of identification with the student role. (Author/JW)

ED 055 141 UD 011 847

McMurrin, Sterling M., Ed.

Functional Education for Disadvantaged Youth.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Report No—CED-SP-32

Pub Date 71

Note—128p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022 ($3.00, paperback)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Disadvantaged Youth, Employment Practices, Public Education, School Industry Relationship, *Urban Education, *Vocational Education, Vocational High Schools, *Vocational Schools, Work Experience

This book is a collection of essays on the problems of vocational education for the disadvantaged. These papers were originally commissioned as part of a more general study of urban education. The essays concern the concept of functional education, the role of the public schools in preparing youth for employment, strategies for success in vocational education, and urban youth. The success of a joint venture of education, industry, and business on a scale large enough to make a difference will require extensive public funding and adventurous experimentation. (Author/JW)

ED 055 142 UD 011 848
Wildman, Louis
Disciplinary Problems in Urban Ghetto Schools.
School Information and Research Service, Seattle, Wash.
Pub Date 18 Jun 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Class Management, *Discipline, Discipline Policy, *Discipline Problems, *Educational Environment, Experimental Curriculum, Inner City, Peer Groups, *Urban Education, Vocational Education

In this article are described the group dynamics of the inner-city school by focusing on hypothetical examples of teacher peer group and student peer group support. Also included is a discussion of possible ways for improving the educational environment. It is recommended that: (1) students choose between an array of differentially controlled learning environments; (2) a curriculum which offers the inexperienced student concrete experiences--sometimes vocational--necessary for theoretical analysis; and, (3) standardized educational accountability within expository type courses. (Author)

ED 055 143 UD 011 849
Victor, Jack
The Role of Scanning in Positional Response Sets in Disadvantaged Children.
New York Univ., N.Y. Inst. for Developmental Studies.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Sep 70
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Perceptual Development, Perceptual Motor Coordination, *Preschool Children, *Preschool Tests, Readiness, *Reading Readiness, Reading Readiness Tests, Reading Research, Test Wiseness, *Visual Perception

In this research project, the problems studied were as follows: (1) Are there differences in scanning patterns between preschool children who show Positional Response Sets (PRS) and normal adults? (2) Do the techniques utilized in "An Exploration of PRS in Disadvantaged children and a Technique for Reduction of Such Sets" change scanning patterns? and, (3) Do these techniques change PRS behavior as was shown in previous work? The subjects (40 preschool children from low-income areas of New York City) were shown a quadrant Chinese letter array, and eye movement patterns were monitored by an Eye Movement Recorder. Subjects were then given training in a technique designed to encourage scanning through entire arrays. Following training, subjects were again recorded as to eye movement patterns and retested on the Chinese Letter Naming Task. In terms of directly changing scanning behavior, evidence of the efficacy of the training procedure is absent. Whether or not training procedures similar to the one used here can produce changes in scanning remains to be seen. [Final report, December 1969, which is included in this document, is substantially the same as document ED 039 268, except for appended illustrative material.] (Author/JW)

ED 055 144 UD 011 850
Keely, Charles B.
The Delivery System of Black Private Housing: Speculation in Baltimore in the 1960's.
Pub Date Aug 71
Note—22p.; Paper presented at the annual meeting of the American Sociological Association, Denver, Colo., August 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, Housing Industry, *Migration Patterns, *Negro Housing, *Negro Population Trends, *Real Estate, Real Estate Occupations, Sales Occupations
Identifiers—*Baltimore, Maryland

The involvement of speculative activities in real estate transfers in central cities where racial composition is changing has been the center of controversy in a number of cities. This paper is a statistical description of the scope of the operations and some of the effects as measured by demographic data. The site of the study was Baltimore, Maryland during the 1960's. Data from the census, the city Department of Planning and school sources, were used for the demographic descriptions. Information on real estate transfers was drawn from state corporation data, tax information, and deed recordings. One of these 16 census tracts was used as an illustrative case of the scope of the speculator activity and its effects. Speculator activity drove up the price of housing considerably: to $1.5 million dollars mark up over nine years or a 58 percent mark up. Over a 20-year mortgage life, this amounts to a minimum of $7,200 overcharge for these properties as compared to one bought for fair market value. Hypotheses about the condition of the housing and the financial status of the black home buyer as explanations of the mark ups are rejected on the basis of comparative analysis. The effects of selling practices discussed on density, city services, schools, and family life are briefly discussed. (Author)

ED 055 145 UD 011 851
Mercer, Jane R.
Pluralistic Diagnosis in the Evaluation of Black and Chicano Children: A Procedure for Taking Sociocultural Variables into Account in Clinical Assessment.
Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.; National Inst. of Mental Health (DHEW), Bethesda, Md.; Pacific State Hospital, Pomona, Calif.
Pub Date Sep 71
Note—26p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Diagnosis, Intelligence Tests, *Mental Retardation, *Mexican Americans, *Negro Students, Retardation, *Sociocultural Patterns, Standardized Tests

Pluralistic diagnosis is a set of developed procedures which attempts to take sociocultural background into account in assessing the meaning of scores on standardized measures. This approach has developed as an outgrowth of findings from an epidemiology of mental retardation which have been conducted in the city of Riverside, California, over the past eight years. There are clinical and social criteria by which students are labeled mentally retarded. The study concludes by noting that a pluralistic diagnostic procedure involves securing information beyond that are ordinarily considered in clincial evaluation. The findings suggest that only persons in the lowest 3 percent of the population should be labeled as subnormals, and that information about adaptive behavior should be considered as well as intelligence test scores in making clincial assessments. Only persons who are subnormal both on the intelligence test and in adaptive behavior should be regarded as clinically retarded. (Author)

ED 055 146 UD 011 852
Eysenck, Hans J.
The IQ Argument. Race, Intelligence and Education.
Pub Date 71
Note—164p.
Available from—The Library Press, New York, N.Y. ($5.95)
Document Not Available from EDRS.
Descriptors—Compensatory Education, Educational Development, Environmental Research, *Genetics, Intelligence, *Intelligence Differences, *Intelligence Quotient, *Intelligence Tests, *Negroes, Racial Differences, Scientific Research

The controversy over the causes of intelligence--genetic or environmental--is reviewed. More specifically, the subject of the consistently lower intelligence scores for blacks is analyzed. Much attention is devoted to Jensen and his monograph published in the "Harvard Educational Review," entitled "How much can we boost IQ and scholastic achievement?" Race, intelligence, and the social responsibility of science are among the topics discussed. (Author)

ED 055 147 UD 011 853
Golin, Sanford
Project Self-Esteem: Reactions and Middle and Lower Class Black Parents to an Elementary School Black Studies Program.
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Community Control, *Elementary Schools, *Lower Class Parents, *Middle Class Parents, Negro Students, *Parent Attitudes, Self Concept

An elementary school Black Studies program was conducted in three black schools as a program of primary prevention. Lower class and lower middle class parents and caretakers of the school children were interviewed to determine the extent of community approval of the program. It was hypothesized that less approval would be observed among the lower class parents. Middle class parents did show more strong approval but the large majority of both groups approved generally of the programs. Middle class parents were more likely to approve of community control of the schools and the groups differed in their reasons for approving the programs. (Author)

ED 055 148 UD 011 855
Bigala, John C. B.
An Annotated Bibliography for Teaching Afro-American Studies at Secondary and College Levels. NCRIEEO Tipsheet, Number 5.
Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *Annotated Bibliographies, *Bibliographies, College Students, High School Students, *Negro History, *Negro Literature, Teachers

This annotated bibliography on Afro-American histroy and literature selects books which provide information for secondary school and college students and teachers. The bibliography is not intended to be exhaustive of the areas it covers. It includes books of interest, which are easy to obtain, and which can form a representative, readily accessible list as a basis for an individual or center in a high school or college. This compilation is intended to show the depth of the Negro contribution to the history of the United States. (Author)

ED 055 149 UD 011 856
Rollins, Howard
Evaluation of the Youth-Tutoring-Youth Project, Summer 1970, Funded Under ESEA Title I, P.L. 89-10. Research and Development Report, Volume IV, Number 10.
Atlanta Public Schools, Ga.
Pub Date 70
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, *Educational Attitudes, Low Achievement Factors, *Low Achievers, Negro Students, School Attitudes, Student Attitudes, *Tutorial Programs, *Tutoring
Identifiers—*Atlanta Public Schools, Elementary Secondary Education Title I, ESEA Title I, Georgia

One of the main purposes of the program reported herein was to reduce the academic and attitudinal problems of the underachieving high

school pupils and to give them the responsibility for producing similar changes in the elementary pupils. The purpose of this evaluation was to determine to what extent the program had been successful. Because of the brief tutoring interval, the detection of changes in pupil behavior was minimized. However, the program did succeed in producing some significant, but rather small changes in the participating pupils. The attitudes of both tutors and tutees were modified in a moderate but positive direction relative to control pupils. (Author)

ED 055 150 UD 011 857
Descriptive Report on Educational Component of Model Cities, 1969-70. Research and Development Report, Volume IV, Number 1.
Atlanta Area Teacher Education Service, Ga.
Pub Date Oct 70
Note—53p.; Prepared by the Division of Research and Development
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Educational Planning, *Experimental Programs, In-service Teacher Education, Preschool Programs, School Social Workers, Tutorial Programs, Tutoring, Verbal Communication
Identifiers—Atlanta, Georgia, *Model Cities Program
The educational component of this program was planned to offer a variety of educational experiences to meet the needs of the community. The following projects were included: (1) communications skills laboratories; (2) extended day; (3) lead teacher and inservice training; (4) preschool; (5) social worker; and, (6) community schools and tutorial. Since 1969-70 was considered a planning year for the program, a descriptive report was deemed most suitable for evaluation. (Author/JW)

VT

ED 055 151 VT 010 827
Basic Occupational Language Training (BOLT). Final Report.
Puerto Rican Forum, Inc., New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Pub Date 69
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Demonstration Projects, English (Second Language), *Job Skills, *Language Development, Manpower Development, *Puerto Ricans, *Second Language Learning, Statistical Analysis, Tables (Data), Vocational Adjustment, Vocational Education, Work Attitudes
Identifiers—*Basic Occupational Language Training, BOLT
This 18-month phase of a continuing demonstration project was designed to develop and test a program of English literacy training for Puerto Rican workers. Participation in the Basic Occupational Language Training (BOLT) program was based on the assumptions that an intensive exposure basis will result in significant improvement in job-related and non-job-related English language capability as measured by designated tests and followup, and improvement in language capability will contribute significantly to persistence, success in and benefit from specific job upgrading programs, as derived from analysis of skill training reports and followup in employment. Other than the positive results that language improvement does, in fact, occur, and that it contributes to job retention and upgrading, other inferences can be made from the data from computer analysis and a range of evaluation data compiled. The assumption that older men resist training is unwarranted as shown by significant increases in language competency in 40- and 50-year-old students. The report gives an account of techniques and actions which resulted in a continuation of the experimentation in a second phase now in progress. (Author)

ED 055 152 VT 010 884
Manning, Phillip R. And Others
Conduct a Cost Effectiveness Study of Postgraduate Medical Education Programs. Part I, Part II (Appendixes). Final Report.
University of Southern California, Los Angeles.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.
Pub Date 68
Note—492p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Cost Effectiveness, Hypothesis Testing, Manpower Development, Performance Tests, *Physicians, *Programed Texts, Statistical Analysis, Tables (Data), *Teaching Methods, Testing
Identifiers—Electrocardiograms
To gather data on the effects of different modes of instruction on physician achievement in plotting mean P, O, RS, and T receptiors in electrocardiography, researchers chose a random sample of physicians who had taken a correspondence course on electrocardiography during the previous 5 years from the University of Southern California School of Medicine. The 500 subjects were randomly assigned to two instructional groups and given a 30-item test requiring the subject to plot vectors from 12-lead electrocardiogram tracings. The results were analyzed using a computer program. There was no significant difference using textbook, programed textbook, lecture-workshop, and lecture-demonstration on achievement tests, but a significant difference among means of instructional time was found. The second part of the study tested the hypothesis that among the groups of physicians there were no significant differences in the results of the test of knowledge requiring the application of the information taught by lecture with slides, set-clinic with slides, lecture with slides and a film of a patient, and bedside teaching with the patient that was films and slides. Volume II of the study is a programed text on spatial analysis of the electrocardiogram. (BC)

ED 055 153 VT 010 939
Taylor, David P. Piore, Michael J.
Federal Training Programs for Dispersed Employment Occupations.
Massachusetts Inst. of Tech., Cambridge.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Jul 69
Note—35p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188675, MF$.95; See catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Blue Collar Occupations, *Employers, *Federal Aid, *Federal Programs, *On the Job Training, Trade and Industrial Education
In the last several years, Federal funds have subsidized occupational training programs which have occurred on the job under employer sponsorship and supervision. This report examines the question of whether Federal financing is substituted for private efforts which would occur in its absence, and how such substitution can be avoided in the design and administration of programs. The first section of the paper describes the endogenous training patterns for tool and die makers, offset printers, and restaurant cooks and chefs. These are employer-organized training and worker-programed training, in which the worker takes the initiative for programing his own training by movement from job to job in search of a new experience. The second part of the study reviews the process through which the programs are funded and the motivation of the sponsoring agency. (BC)

ED 055 154 VT 010 947
Taylor, C. W. And Others
Synthesis of Multiple Criteria of Physician Performance.
Utah Univ., Salt Lake City. Dept. of Psychology.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.
Pub Date Nov 68
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, Manpower Development, *Performance Criteria, *Physicians, *Statistical Analysis, Synthesis
In order to evaluate on-the-job physician performance, four different composite scores were derived from different weightings of 80 criteria. Weights were assigned both objectively, through statistical methods, and subjectively, based only upon personal judgment. Comparing these results with scores based upon appraisal of the individual by other physicians produced remarkably similar results, especially considering the instability of many of the criteria. (BH)

ED 055 155 VT 013 088
Trotter, Joseph A., Jr., Ed.
Project Crossroads. Final Report
National Committee for Children and Youth, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 71
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correctional Rehabilitation, *Delinquent Rehabilitation, *Demonstration Projects, *Job Placement, *Manpower Development, Out of School Youth, Prisoners, *Probationary Period, Recidivism
Identifiers—District of Columbia, *Project Crossroads
In this pilot program, pretrial manpower services were provided for first offenders in juvenile and adult courts in the District of Columbia. The project offered intensive services to selected youthful arrestees during a 90-day continuance of their trials. At the end of this period charges could be dropped on the recommendation of the project staff. The demonstration phase began in 1968 and ended in February 1971, at which time the project became an independent component of the Superior Court of the District of Columbia. A related document is available as ED 048 445. (BH)

ED 055 156 VT 013 273
Guidelines for Dietitians and Public Health Nutritionists in Home Health Services.
American Dietetic Association, Chicago, Ill.; Public Health Service (DHEW), Arlington, Va. Bureau of Health Manpower.
Report No—PHS-Pub-1794
Pub Date 70
Note—20p.; 1970 Revision
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20.2558:D57, $.20)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Community Health Services, *Dietitians, Guidelines, *Health Programs, Home Health Aides, Home Visits, *Nutrition, Patients (Persons), *Program Administration, Program Descriptions, Program Evaluation, Program Planning, Public Health
Prepared by the Public Health Service to clarify the role of health professionals and subprofessionals in the home care field, this guide is directed to dietitians and public health nutritionists who are involved in planning, directing, carrying out, and evaluating the nutrition aspects of medical care programs for patients at home. Program descriptions and guidelines identifying the responsibilities and functions of dietitians and nutritionists are provided for: (1) Home-Care Programs, (2) Homemaker-Home Health Aide Programs, and (3) Home Delivered Meals Programs. A bibliography on nutrition services in home health services is included. (SB)

ED 055 157 VT 013 426
A Matter of Simple Justice.
President's Task Force on Women's Rights and Responsibilities, Washington, D.C.
Pub Date Apr 70
Note—43p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR37.8:W84/R29, $.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Care, *Civil Liberties, Discriminatory Legislation, Educational Opportunities, Equal Education, Equal Facilities, Equal Opportunities (Jobs), *Federal Government, *Federal Legislation, *Females, *Feminism, Manpower Development, Working Women
Identifiers—*Sex Discrimination
A 13-member Presidential Task Force on Women's Rights and Responsibilities recommended that: (1) The President call a White House Conference and establish an Office of Women's Rights and Responsibilities, (2) The President send a message to Congress citing widespread discrimination against women, proposing legislation to remedy these inequalities, asserting Federal leadership, recommending prompt state action as a corollary, and calling upon the private sector to follow suit, (3) The

President appoint more women to positions of top responsibility in all branches of the Federal government to achieve a more equitable ratio of men and women, and (4) The executive branch of the Federal government be as seriously concerned with sex discrimination as with race discrimination and with women in poverty as with men in poverty. (Author/SB)

ED 055 158 VT 013 641

Broward County Home Economics Curriculum Development Project, July 1, 1967 to July 1, 1970. Final Report.

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 70

Note—150p.

Available from—Supervisor, Home Economics, The School Board of Broward County, Florida, Fort Lauderdale, Florida (Single copies available in limited quantities)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Clothing Instruction, Critical Thinking, *Curriculum Development, Educational Research, *Foods Instruction, Home Economics Education, *Homemaking Education, Sewing Instruction, *Skill Development, Student Attitudes, Study Habits, Teacher Attitudes, Transfer of Training

A 3-year curriculum development project was conducted in one senior and three junior high schools to test an innovative homemaking program which would: (1) achieve the broad home economics objectives, (2) improve attitudes toward home economics, (3) assist in the development of critical thinking and independent study habits, (4) develop proficiency in the skills needed for food preparation and clothing construction, (5) promote transfer of learning from the classroom to the home, and (6) create more interest in and understanding of the concepts of homemaking. In order to test the curriculum, two groups were selected, including a control group electing a comprehensive homemaking course and an experimental group electing a skill development course emphasizing a semester of each of clothing and foods. The experimental group showed significant gains in attitude toward home economics and skill development, but there were no significant differences in study habits, general knowledge, development of critical thinking, or transfer of learning. The study implies that skill development should be emphasized in the beginning course of home economics while conceptual development should be emphasized in the high school courses. (Author/SB)

ED 055 159 VT 013 718

Vocational Education Amendments of 1968, Public Law 90-576. Fifth Report.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 21 Jun 71

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, Educational Legislation, *Educational Needs, *National Programs, Program Development, *Reports, *Vocational Education

Identifiers—Vocational Education Amendments of 1968

This Fifth Report of the National Advisory Council on Vocational Education examines those forces which have prevented the adoption of some of the recommendations of the previous four reports. In posing the question--Is anyone listening to the voices of the people?--the Council implores national educational policy makers to join in the full implementation of a viable educational program to provide for the full economic development of the nation's human resources. This document is a copy of the report submitted to the Honorable Elliot Richardson, Secretary of the Department of Health, Education and Welfare. (JS)

ED 055 160 VT 013 722

Wolfe, Helen Bickel

Women in the World of Work.

New York State Education Dept., Albany. Div. of Research.

Pub Date Sep 69

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Age, Employment Patterns, *Females, Labor Force Nonparticipants, Marital Status, Occupational Guidance, Personal Values, *Psychological Needs, Socioeconomic Status, *Vocational Counseling, *Work Attitudes, *Working Women

To provide research about women's work values and how these values may be related to specific demographic variables, questionnaires were mailed to 4,003 women in New York State. The six work values under investigation were identifiable psychological needs: (1) dominance-recognition, (2) mastery-achievement, (3) economic, (4) independence, (5) social, and (6) interesting activity. The demographic variables chosen to be linked with the work values were marital state, age, educational attainment, employment status, career pattern, socioeconomic class, and field of work. Analysis of 1,871 returns revealed that the values which women seek from work are linked to specific demographic variables. The only value which consistently crossed all demographic variables and is, therefore, considered the central work value for women was the mastery-achievement value. The two least important work values were dominance-recognition and economic. The results of this study have many implications for the guidance and counseling profession, such as: (1) the work values of men and women differ, (2) women need to derive a sense of accomplishment and satisfaction from their work, and (3) women seek work to fulfill their social needs. A sample of the questionnaire is appended. (Author/SB)

ED 055 161 VT 013 726

State Advisory Councils on Vocational Education; A Guide for Implementing Rules and Regulations.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, Budgets, Certification, Evaluation Methods, Federal State Relationship, *Guides, *Policy, Responsibility, Staff Role, *Standards, *Vocational Education

Identifiers—Rules and Regulations, *State Advisory Councils

These policies and procedures are issued to serve as a guide for State Advisory Councils on Vocational Education and are applicable to programs administered by state boards under the Vocational Education Act of 1963, as amended. The guide is intended to aid advisory council members in carrying out their responsibilities and to aid state boards and state administrators in developing effective relationships with advisory councils. The format followed is to first quote the pertinent section from the regulations and then cite certain instructions. Where appropriate, samples or exhibits are included for use by the councils. The major divisions are: (1) Establishment and certification, (2) Membership, (3) Functions and responsibilities, (4) Annual evaluation report, (5) Annual budget and report of expenditures, (6) Meetings and rules, and (7) Staff. (GEB)

ED 055 162 VT 013 728

Wilson, James A. Wihry, David F.

Investment Planning in Vocational-Technical Education. A Pilot Study.

Maine Univ., Orono.

Spons Agency—Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date Apr 71

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cost Effectiveness, Educational Economics, *Educational Planning, *Investment, Manpower Needs, *Program Evaluation, Technical Education, *Vocational Education

Identifiers—Maine

To improve long-range vocational education planning in Maine, this study examined and evaluated the feasibility of replacing the manpower approach to planning with an investment approach. A survey of machinists was conducted to develop an instrument for measuring program benefits as part of the investment approach to program evaluation and planning. The investment approach proved to be valuable both in long-range planning and as an "in-house" planning and evaluation procedure for on-going programs. (BH)

ED 055 163 VT 013 730

Kleinfeld, Judith Morehouse, Thomas A.

Manpower Needs in Alaska State and Local Government.

Alaska Univ., Fairbanks. Institute of Social, Economic and Government Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ISEGR-Rep-26

Pub Date Aug 70

Note—89p.

Available from—Library, Institute of Social, Economic and Government Research, University of Alaska, Fairbanks, Alaska 99701 ($5.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Government Employees, *Local Government, *Manpower Needs, *Manpower Utilization, Professional Personnel, State Government, *Subprofessionals, Unemployment

Identifiers—*Alaska

This study explores two central problems confronting state and local government in Alaska: the accelerating needs for professional manpower in the public service and the increasing severity of unemployment among the native population. Although the causes are not the same, there may be a common solution. Better recruiting and selection criteria, combined with a restructuring of jobs to increase the ratio of subprofessionals to professionals, could reduce personnel shortages and provide jobs with on-the-job training for some of the 60-70 percent of Alaskan natives who are unemployed. (BH)

ED 055 164 VT 013 733

A Handbook for Upgrading Low-Skill Workers.

Humanic Designs Corp., Manhasset, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Note—107p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Employment Level, *Guidelines, *Inplant Programs, *Manuals, Program Evaluation, Program Guides, Program Planning, *Promotion (Occupational), Training Techniques, *Unskilled Workers

Identifiers—Upgrading Low Skill Workers

This handbook contains general procedural and methodological guidelines for inplant programs to upgrade unskilled workers. It can also be used as an aid to train professionals in the methods and approaches of inplant training. Generalized from the experienc of 4 years of demonstration projects, the handbook explains the concept of inplant upgrading and provides guidelines for program planning, operations, and evaluation. Comprehensive marketing procedures for selling upgrading programs to employers are appended. (BH)

ED 055 165 VT 013 738

Fourth Annual Report on the Occupations, Job Status and Ethnic Characteristics of Employees in New York State Agencies.

New York State Dept. of Civil Service, Albany, N.Y.

Pub Date 70

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annual Reports, *Equal Opportunities (Jobs), *Ethnic Distribution, *Government Employees, Methodology, Population Distribution, State Agencies, *State Programs, *State Surveys, Tables (Data)

The New York State Department of Civil Service, in recruiting and placing people in State jobs, is guided by the policy of equal opportunity for all. To determine the effectiveness of the efforts in carrying out this policy, the Governor requested that an ethnic survey of the New York State work force be taken, annually, for 10 years. As the fourth survey in this series, this study provides statistical distribution of State employees by agency, occupation, job status, ethnic identification, and sex. The study is intended to provide State administrators with information which will assist in working toward equal employment opportunities within State service. Information pertaining to the Narcotic Addition Control Commission is appended. (Author/JS)

ED 055 166 VT 013 748

Alexander, Aaron C.

A Summary of the Types of "Paraprofessional Training" Provided by Junior and Senior Colleges and Universities in the Areas of Health, Education, and Welfare during Academic Year 1970-1971.

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 71
Note—224p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE1.2:P21/970/71, $1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Programs, Health Education, Health Services, *Higher Education, Job Training, Junior Colleges, *National Surveys, Paraprofessional School Personnel, Program Development, School Surveys, *Subprofessionals, Tables (Data), *Technical Education, Universities, Vocational Education, Welfare Services
Identifiers—New Career Concept

The Office of New Careers (ONC) was established in July 1969, to help program agencies realize the full potential of the new careers concept as a service-delivery vehicle. However, without knowledge of the current, general status of the New Careers basic component, the Office could do little to begin its leadership role. Therefore, the element of training was selected as the initial point-of-emphasis on which to concentrate the search for information. The summary presented in this report is a compilation of responses received from every U.S. state and territory. It should serve to inform interested persons of the nature of the training being provided by institutions of higher education, and as a springboard for other inquiries into the new careers component-processes. Arranged in table format with interpretative narrative, the report presents information on such topics as the types and numbers of institutions offering training, and listings of titles of training offered by various institutions. (JS)

ED 055 167 VT 013 749
Silverstein, Sam, Ed. And Others
Experiments in Mental Health Training. Project Summaries.
National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—PHS-Pub-2157
Pub Date Apr 71
Note—156p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20.2402:EX7, $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, Demonstration Projects, *Educational Programs, Experimental Programs, *Health Occupations Education, *Manpower Development, *Mental Health, Nonprofessional Personnel, Pilot Projects, Professional Training, Subprofessionals

This report contains summaries of mental health training projects conducted under grants awarded by the Experimental and Special Training Branch of the Division of Manpower and Training Programs. The projects have been developed in both academic and non-academic settings for professional, subprofessional, and nonprofessional training for a variety of functions including service, teaching, research, and prevention in the mental health field. The project summaries are arranged by training location under 33 sections, some of which are: (1) Mental Health Workers (Associate of Arts and Non-academic), (2) College, Hospital, Community Agency, or Model Cities Personnel, (3) Films and Television, (4) Pharmacists, Dentists, or Architects, (5) Volunteers and Citizen Participation, (6) Child Care Personnel, (7) Nursery School Teachers for Emotionally Disturbed Children, (8) Specialists in Sex, Marriage, and Family, (9) Educational Administrators, (10) Personnel in Crime and Delinquency, (11) Alcoholism and Drug Abuse Personnel, (12) Geriatric Workers, and (13) Professional Psychology. (SB)

ED 055 168 VT 013 752
Harris, Wilbert And Others
Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools.
Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.
Pub Date Jan 71
Note—98p.
Available from—State Department of Education, Public Information Division, Ninth Street Office Building, Richmond, Virginia 23216 ($.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advisory Committees, *Cooperative Education, Curriculum Development, Educational Facilities, Grading, *Guides, Instructor Coordinators, Program Evaluation, Responsibility, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Youth Clubs

Designed as an administrative guide for Industrial Cooperative Training (ICT) Coordinators, this handbook was assembled to provide much of the information needed to operate a successful program. The guide includes the policies of the Trade and Industrial Education Service, curriculum outlines, duties and responsibilities of the coordinator and successful operational techniques. Major sections of the document include: (1) ICT Coordinator, (2) State Regulation, (3) Advisory Committee, (4) The Classroom, (5) Selecting Training Agencies, (6) Supervising Students on the Job, and (7) The High School Administrator's Responsibilities. Also included are checklists useful in evaluating programs. (JS)

ED 055 169 VT 013 767
Toward Excellence in Nursing Education: A Guide for Diploma School Improvement. Second Edition.
National League for Nursing, New York, N.Y.
Report No—Pub-16-1422
Pub Date 71
Note—50p.; Prepared by the Department of Diploma Programs
Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 ($1.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Admission Criteria, Bibliographies, Curriculum, Educational Equipment, Educational Facilities, Educational Objectives, Educational Resources, Faculty Recruitment, *Guidelines, *Health Occupations Education, *Nursing, Program Administration, *Program Development, Program Evaluation, *Program Improvement, Teacher Qualifications

Intended to promote development and improvement in schools offering diploma programs in nursing, this guide presents selected principles and suggestions regarding different considerations that should be taken into account when making operational decisions. Principles and suggestions are presented for: (1) Philosophy and Objectives, (2) Administration and Organization, (3) Faculty, (4) Students, (5) Curriculum, (6) Resources, facilities, and Services, and (7) Evaluation. A selected bibliography of books relating to each topic is included. (SB)

ED 055 170 VT 013 770
A Bibliography on Police Administration.
Northwestern Univ., Evanston, Ill.
Pub Date Sep 68
Note—31p.
Available from—Traffic Institute, Northwestern University, 405 Church Street, Evanston, Illinois 60204 ($1.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administration, *Annotated Bibliographies, *Bibliographies, *Law Enforcement, Periodicals, *Police Action, *Reference Materials, Resource Materials

The contents of this bibliography, compiled by the transportation center library, are divided into nine major divisions. The first five contain bibliographies relating to: (1) Police-General, (2) Police Administration, (3) Police Patrol, (4) Police Personnel, and (5) Traffic. The remaining sections contain a list of reference sources, accession lists, periodicals, and publishers addresses. Most of the bibliographies are provided with an annotation. (GEB)

ED 055 171 VT 013 771
Oppenheim, Irene
Selected Audio-Visual Materials for Consumer Education.
New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-2
Pub Date 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Consumer Education, Educational Resources, Instructional Materials, Program Planning

This monograph provides an annotated listing of suggested audiovisual materials which teachers should consider as they plan consumer education programs. The materials are divided into a general section on consumer education and a section on specific topics, such as credit, decision making, health, insurance, money management, and others. The annotations provide a short description, appropriate audience, price, and source of availability. A related document is available as VT 013 772 in this issue. (SB)

ED 055 172 VT 013 772
Johnston, William L.
Consumer Education: An Interdisciplinary Approach.
New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-1
Pub Date 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consumer Education, *Curriculum Development, Educational Objectives, Educational Resources, Instructional Materials, *Interdisciplinary Approach, *Program Administration, *Program Development, Program Evaluation

As an interdisciplinary educational program, consumer education is an ongoing process and must not be limited to one grade level nor to one or two disciplines. When implementing a consumer education program, consideration of necessary administrative adjustments and a delineation of the steps to be followed in curriculum development should be made. School administrators will be concerned with adjustments in time, money, facilities, and personnel. Curriculum development depends largely on the teacher, students, and school's resources and involves stating the objectives, developing a program of activities and experiences, and evaluating the students and the program. A related document is available as VT 013 771 in this issue. (SB)

ED 055 173 VT 013 780
Edwards, Leonard D.
An Evaluation of the Industrial Arts Teacher Education Program at Black Hills State College by the Graduates.
Pub Date Aug 71
Note—141p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—College Graduates, Comparative Analysis, Doctoral Theses, *Followup Studies, Graduate Surveys, *Industrial Arts, Industrial Arts Teachers, *Program Evaluation, Questionnaires, *Teacher Education, *Teacher Education Curriculum
Identifiers—Black Hills State College

The major purpose of this study was to evaluate the importance of the basic elements of the courses taught in the industrial arts teacher education program at Black Hills State College. Another purpose was to obtain data relative to the status and geographic location of the graduates. A list of 86 graduates who majored in industrial arts from 1960 through 1969 was obtained and each one was sent an information form developed by the investigator, with a total of 92 percent returned. Findings were that the majority resided outside of South Dakota, that 75 percent were employed in the field of education, and that almost one-half had received advanced degrees. It was concluded that the program is deficient in terms of facility, equipment, and program of offerings, and that more emphasis should be placed on modern industrial processes in all areas. The areas of drafting, woodworking, and plastics appeared to be satisfactory, while six other areas lacked adequate preparation. (Author/GEB)

ED 055 174 VT 013 782
Smith, Jay T.
Origin and Development of Industrial Education at Alcorn Agricultural and Mechanical College.
Pub Date 71
Note—163p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.
Descriptors—Agriculture, Doctoral Theses, *Educational History, *Educational Status Comparison, *Historical Reviews, *Industrial Education, Liberal Arts, Mechanical Skills, *Negro Colleges, Program Development
Identifiers—*Alcorn Agricultural and Mechanical College
This study covering the last 100 years in the development of industrial education at Alcorn Agricultural and Mechanical College was prompted by the need to determine the role of the college in the development of industrial education in the state of Mississippi. Sources of data included college catalogs, reports of the college administration and board of trustees, personal correspondence, commercial publications, government publications, and conference and workshop proceedings. Major factors which hindered development at Alcorn were found to be inadequate financial support, inadequate facilities and equipment, and the lack of cooperation and support of the college administration until recent years. (AW)

ED 055 175 VT 013 783
Abdullahi, Bakri
An Analysis of Selected Curriculum Attributes with Recommendations for Curriculum Development in Vocational and Technical Education in Ethiopia.
Pub Date Aug 71
Note—230p.; Ph.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Componential Analysis, Content Analysis, *Curriculum Design, *Curriculum Development, Curriculum Evaluation, Doctoral Theses, *Educational Objectives, Foreign Countries, Guidelines, Opinions, *Secondary Education, Technical Education, *Vocational Education
Identifiers—*Ethiopia
The purposes of this study were: (1) to ascertain the relative importance of selected attributes of curriculum development in vocational and technical education in Ethiopia, (2) to ascertain the extent of agreement in opinions among selected specialists in the United States, vocational-technical teachers and secondary school principals in Ethiopia regarding the relative importance of selected attributes, (3) to ascertain the extent of agreement in opinion between the specialists and the participating groups of teachers and principals in ranking the attributes, and (4) to propose a procedure for developing relevant curriculums in vocational and technical education in Ethiopia. Using Ralph W. Tyler's rationale for curriculum development, a questionnaire was prepared using selected attributes organized under 16 blocks relating to (1) objectives, (2) subject matter content, (3) learning experiences, and (4) evaluation with respect to vocational and technical education in Ethiopia. The seven items under each of the blocks were then ranked in order of importance by the participating individuals. Based on analysis of the data, a 14-step procedure for developing relevant curriculums in vocational and technical education in secondary schools of Ethiopia was recommended. (Author)

ED 055 176 VT 013 784
Boutwell, Colen J., Jr.
Effects of Audio-Visual Order of Presentation and Strength of Grip on Manipulative Task Performance.
Pub Date Aug 71
Note—85p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Instruction, *Cognitive Development, Doctoral Theses, Experimental Teaching, Industrial Arts, *Muscular Strength, Object Manipulation, Phonotape Recordings, Statistical Analysis, *Task Performance, *Teaching Techniques
The purpose of this study was to ascertain the extent to which the conditions of auditory lead and auditory synchronization have an effect on student performance, and to investigate the extent to which the strength of grip of the learner has an effect on manipulative task performance. Fifty-two seventh grade boys without prior instruction in industrial arts were divided into two groups on the basis of a strength-of-grip test. Random assignment within each group was made alternately to two audio-visual treatment conditions. In one condition, the audio and visual presentations of a film were synchronized and in the other, the audio was made to lead the visual presentation by three seconds. An achievement test was constructed to ascertain the effects of the treatment variables on student cognitive achievement, and a rating scale was developed for rating the student-produced products. A 2-way analysis of variance was used to test the effects of treatment conditions and the level of strength of grip. Data revealed that the group who had auditory leading visual showed superiority, and that strength of grip was not an important factor in subsequent performance. (Author/GEB)

ED 055 177 VT 013 787
Miller, David Hendrick
The Role of the Independent Inventor in the Early Development of Electrical Technology.
Pub Date Jun 71
Note—97p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Biographical Inventories, Communications, Creativity, Doctoral Theses, *Electromechanical Technology, *Historical Reviews, *Scientific Personnel, Scientists, *Telephone Communication Systems
Identifiers—Inventions, *Inventors
This account of invention and innovation in electrical technology places particular emphasis upon the contributions of Nathan B. Stubblefield, an independent electrical scientist. An overview of inventions in electrical communication as they influenced Stubblefield sets his work in perspective. The elements of invention that were identified in developing the rationale for this study include: (1) Creativity in invention, (2) Invention as synthesis, (3) The role of need in invention, and (4) The role of experience in invention. Major findings were that his inventions included a "vibrating telephone," a dial-operated "-bell telegraph," an "electric bell" telephone, and an "electrical battery." In 1902 he demonstrated a wireless communication system which operated on the principle of conduction, then in 1907 he abandoned this in favor of the principle of induction. Stubblefield's greatest contribution to electrical technology was probably his insight relative to subsequent developments. (Author/GEB)

ED 055 178 VT 013 790
Miller, F. Milton
Effects of Small Group Instruction on Achievement of Technical Information by Ninth Grade Industrial Arts Students.
Pub Date Jul 71
Note—89p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Achievement Gains, Cognitive Development, Comparative Analysis, Doctoral Theses, *Experimental Teaching, Grade 9, Group Activities, Individual Development, Industrial Arts, *Industrial Education, *Small Group Instruction, Statistical Analysis, *Teaching Methods
Three classroom organizational schemes for presenting technical information in industrial arts were compared: (1) individual achievement in a small group setting with no teacher interaction, (2) group achievement in a small group setting with no teacher interaction, and (3) individual achievement in an entire class with no teacher interaction. The population for the study consisted of 48 ninth grade boys enrolled in three industrial arts classes at Jefferson Junior High School. In two of the treatments each class was randomly divided into four small groups while in the third the class remained intact. All students were exposed to all treatments. Some conclusions were that: (1) The cognitive understanding attained by students will be essentially the same when either of the three approaches are used, (2) Students who work in small groups can be expected to increase their level of enjoyment, consider learning easier and find it more challenging. Also, all three approaches are effective means of presenting related information. (Author/GEB)

ED 055 179 VT 013 791
Peterson, M. Larry
A Comparison and Cost Analysis of Two Approaches to the Provision of Occupational Information.
Pub Date 71
Note—174p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Audio Equipment, Career Choice, Career Planning, Comparative Analysis, *Cost Effectiveness, Doctoral Theses, Grade 9, *Information Dissemination, Information Systems, Methods, *Occupational Information, *Video Tape Recordings
To develop effective occupational information programs in secondary schools, professional educators need reliable information on the relative costs and effectiveness of alternative methods of collecting and disseminating occupational information. The primary purposes of this study were to compare the relative effectiveness of two approaches used to present occupational information, and to ascertain and compare the costs of materials, equipment, and other resources involved in the two approaches. Video and audio cassette tapes of sequences of occupational information comprised the treatments used with two groups of ninth grade students. Cost data were gathered from both test groups for purposes of a cost analysis. Data were analyzed for differences resulting from the treatment variables. A major finding was that students receiving occupational information using video tapes indicated more occupational preference changes than did those students using audio cassette presentations. Additional findings and conclusions are presented. (Author/JS)

ED 055 180 VT 013 793
Ellis, Willie Thomas, Sr.
The Adoption of Educational Innovations Among Experienced Teachers of Vocational Agriculture in Predominantly Negro Schools in North Carolina.
Pub Date 68
Note—177p.; Ph.D. Dissertation, Cornell University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-5016, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Behavior Change, *Change Agents, *Educational Innovation, *Negro Institutions, State Surveys, *Vocational Agriculture Teachers
Identifiers—North Carolina
To determine how teacher educators and state supervisors in vocational agriculture can improve planned behavioral change among teachers, 115 agriculture teachers with at least 3 years of experience in Negro schools were interviewed. Spearman's rank correlation, multiple correlation, and step-wise regression were used to analyze the data. The findings show that teachers varied according to adopter categories on 12 independent variables. Although they were not consistently significant, patterned trends were apparent. The study concluded that teacher educators and supervisors can be more effective in the implementation of behavioral change among teachers by identifyine and articulating opinion leaders and the sources of information used by agriculture teachers in the adoption of educational innovations. (Author/BH)

ED 055 181 VT 013 794
Eicher, Robert Stanley
Administrative Pattern for Public Post Secondary Vocational Technical Education in Nebraska.
Pub Date Jul 68
Note—142p.; Ed.D. Dissertation, Nebraska University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-9619, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Advisory Committees, *Educational Administration, Educational Coordination,

*Educational Finance, Master Plans, *Post Secondary Education, *Statewide Planning, Technical Education, *Vocational Education
Identifiers—Nebraska
The purpose of this study was to determine how public post secondary vocational education in Nebraska should be organized, financed, coordinated, and administered. The procedure included a review of the literature, development of a list of principles and guidelines in questionnaire form, referral of the questionnaire to a jury of experts, and comparison of the evaluations of the jury with current practices in Nebraska. The study concludes that vocational education is primarily the State's responsibility, requiring a master plan and a strong advisory group. Local advisory groups are recommended for each program offered in the area centers which are needed throughout the state. (Author/BH)

ED 055 182 VT 013 795
Long, Robert Charles
A Study to Determine the Effect of the Vocational Education Act of 1963 upon Business Teacher Education Programs in Selected Colleges and Universities.
Pub Date Jan 67
Note—170p.; Ed.D. Dissertation, North Dakota University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-9586, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Business Education, Doctoral Theses, Educational Change, *Educational Innovation, *Federal Legislation, Office Occupations Education, *Program Administration, State Programs, *Teacher Education Curriculum
Identifiers—Vocational Education Act of 1963
The problems of this study was to assess the innovations, if any, that have been made in selected business teacher education institutions to implement the provisions of their state plan for vocational education. Areas of primary concern were: (1) to identify and analyze the changes in the teacher education curriculums for the preparation of office education teachers, and (2) to ascertain the differences in the teacher education curriculums preparing office education teachers and coordinators for secondary schools, selected post secondary schools, Manpower and Job Corps programs, and private business schools. Based on data collected by interviews and questionnaires, it was revealed that 65 of the 141 institutions offered teacher education programs that had been implemented with the provisions of the state plan. A major conclusion of the study is that the direction given to administrators of business teacher education programs for implementing the provisions of their state plans into their curriculums appears to be indefinite and inadequate. Other findings and conclusions are discussed. (Author/JS)

ED 055 183 VT 013 796
Bailey, Larry Joe
An Investigation of the Vocational Behavior of Selected Women Vocational Education Students.
Pub Date 68
Note—135p.; Ed.D. Dissertation, Illinois University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-10,633, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Career Planning, Counseling Theories, Developmental Tasks, *Doctoral Theses, *Females, Occupational Choice, *Practical Nursing, Sex Differences, Values, *Vocational Development, Vocational Interests, Working Women
Identifiers—*Occupational Exploration
To determine the applicability of Super's vocational development theory for explaining the vocational behavior of selected young practical nursing students during the exploration vocational life stage, data were drawn from instruments previously administered to 485 students enrolled in a parent study. Data analysis revealed that the early part of the exploration stage was characterized by "exploration," "tentativeness," and reality testing, and the actual implemented occupational preference was the result of a compromise among work interest, work values, and reality factors. In general, the young women tended to emerge through the exploration stage as outlined by Super. However, the indications were that women's vocational behavior differed significantly enough from that of men to warrent additional theoretical considerations. The study provided partial verification of the relationship of success in coping with vocational developmental tasks to success with subsequent tasks. (Author/SB)

ED 055 184 VT 013 802
Shultz, Fred Alfred
Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels.
Pub Date Jul 71
Note—176p.; Ed.D. Dissertation, Oklahoma State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Educational Attitudes, Interviews, Opinions, *Perception, Professional Personnel, *Public Opinion, Skilled Workers, Tables (Data), Unskilled Workers, *Vocational Education
Identifiers—Image of Vocational Education, IVE, Oklahoma
Obviously, the image of vocational education to which the public subscribes has a great deal of bearing upon whether or not programs are successful in attempts to prepare individuals to become fulfilled, contributing members of society. Therefore, this study was undertaken to determine the image of vocational education in Oklahoma as perceived by members of a public categorized by levels of employment, and to compare the image of vocational education perceived by persons comprising the respective categories in selected cities. The public in each of six locations consisted of 20 individuals representing various occupational categories--professional, technical, skilled, semi-skilled, and unskilled. Based on data collected by means of interviews, it was found that, as a group, those interviewed responded neutrally regarding the adequacy of vocational education offerings, alignment of vocational programs with needs of local industry, and information about opportunities available in vocational education. However, the public has a favorable perception of vocational education compared with the rest of the educational system. Overall, however, it was concluded that the public is uninformed about vocational education. (Author/JS)

ED 055 185 VT 013 809
Maley, Donald
New Industrial Arts for the Senior High School: A Program of Relevance in a Dynamic Age.
Maryland Univ., College Park. Dept. of Industrial Education.
Pub Date Apr 70
Note—38p.; Presentation at the American Industrial Arts Association (Louisville, Ky., April 9, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Change, Environmental Education, *Industrial Arts, Industrial Education, Institutional Role, *Relevance (Education), *Senior High Schools, Social Problems, Technological Advancement, *Technology
To be meaningful in the modern world, the senior high school industrial arts program should explore the application of technology in the solution of major social, environmental, and operational problems that face mankind. The content should be relevant for all students and involve them in the problems of the present and future. University of Maryland staff developed guidelines for the development of such a program, highlighting: (1) development of the individual, (2) process orientation, (3) greater student involvement, (4) a broad physical setting, i.e. school, community, and nation, and (5) contemporary textbook materials such as journals, magazines, and newspapers. Such a program would attract more students and develop in them concern and knowledge about the future of technology in society and its occupational implications. (CD)

ED 055 186 VT 013 812
Siegel, Irving H.
Aggregation and Averaging.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Report No—Methods for Manpower Analysis-1
Pub Date May 68
Note—40p.
Available from—The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (Single copies without charge, Additional copies $1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Research, Employment Statistics, *Labor Economics, *Measurement, *Statistical Data
The arithmetic processes of aggregation and averaging are basic to quantitative investigations of employment, unemployment, and related concepts. In explaining these concepts, this report stresses need for accuracy and consistency in measurements, and describes tools for analyzing alternative measures. (BH)

ED 055 187 VT 013 814
Somers, Gerald G. And Others
The Availability of Data on Company Training Programs: A Feasibility Study.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Jun 71
Note—70p.
Available from—Center for Studies in Voc. and Tech. Education, 4315 Social Science Bldg., University of Wisconsin, Madison, Wisconsin 53706 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culturally Disadvantaged, Data Collection, Employer Attitudes, *Employers, *Feasibility Studies, *Inplant Programs, *National Surveys, On the Job Training, Participant Characteristics, Program Costs, *Questionnaires
Little is known about the extent of private skill training, with regard to the number and characteristics of trainees, the programs, or their costs. Yet Federal policies need to be based on full knowledge of existing private efforts. This survey was conducted to determine the feasibility of conducting a national mail survey of employers and to develop the necessary instruments for the survey. In addition to findings and recommendations regarding feasibility, the report provides some substantive information on company training programs. Sample questionnaires are appended. (BH)

ED 055 188 VT 013 815
Breakthrough in Rural Manpower Services. Final Report.
Iowa State Employment Security Commission, Des Moines.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Note—204p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Demonstration Programs, Employment Services, *Federal Programs, *Manpower Development, *Program Descriptions, *Rural Areas
Identifiers—*Manpower Development and Training Act Programs, MDTA Programs
The Ottumwa Experimental and Demonstration Project was initiated to develop more economical and more effective ways for delivering comprehensive manpower services to residents of rural areas. The Ottumwa Project involved a fundamental restructuring of rural employment service operations--development of more effective ways of delivering effective services required bringing the service delivery system into greater harmony with the demands made by changed and changing rural labor market conditions and socioeconomic patterns. The 2-year Ottumwa experience yielded some important observations, among them: (1) A single administrative unit for the entire operational area is essential, (2) A small advertising budget is a worthwhile expenditure, and television the best medium, and (3) It was more important to have fiscal resources and physical facilities to assure maximum utilization of available staff, than to have additional staff if there was a choice. (CD)

ED 055 189 VT 013 820
Lankes, George A.
A Directory of Selective Corrections Films.
Erie Community Coll., Buffalo, N.Y.
Pub Date 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Correctional Education, *Crime, Curriculum Enrichment, Delinquency, *Directories, Films, *Instructional Films, Instructional Materials, Resource Materials, *Vocational Education

This directory of selective film titles has been prepared to serve as a ready index to many of the films of potential value for the enrichment of a corrections curriculum. Recognizing that the list is not complete, the directory has been assembled in a manner which allows for adding titles by alphabetic sequence on the blank sides of the pages. Information provided for each film includes: (1) name of the film, (2) film size, (3) viewing time in minutes, (4) name and address of the producer, (5) name and address of the distributor, and (6) descriptive details on the film content. The more than 100 titles treat such topics as: (1) Children in Trouble, (2) Control of Inmates, (3) Crime Under 21, (4) The Death Penalty, (5) Jail Procedures, and (6) Penology Research. (Author/JS)

ED 055 190 24 VT 013 822

Somers, Gerald G. And Others

The Effectiveness of Vocational and Technical Programs: A National Follow-Up Survey. Final Report.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-3003

Pub Date 71

Grant—OEG-1-7-063003-3587

Note—282p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Cost Effectiveness, *Employment Experience, *Graduate Surveys, Income, National Surveys, Post Secondary Education, *Program Evaluation, Secondary Education, Technical Education, *Vocational Education

This report presents a nationwide followup analysis of the educational experience and economic and social benefits of graduates in vocational education at the secondary, postsecondary, and junior college levels. Tentative cost-benefit comparisons are included, as well as comparative data on dropouts from vocational programs and academic high school graduates. The school level and sex of the graduates were found to be the most significant variables in explaining employment and earnings during the 3 years following graduation. The payoff from junior college-level vocational education proved to be the largest, because of the resulting labor market advantage. The report recommends an increased emphasis on general training at all school levels. (BH)

ED 055 191 VT 013 829

Meyers, Larry Duane

A Skilled Needs Surveys with Implications for Vocational-Technical Education within the Iowa Western Community College District Area XIII, Including Douglas and Sarpy Counties of Metropolitan Omaha, Nebraska.

Pub Date 68

Note—245p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-4264; MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Area Vocational Schools, Community Colleges, *Curriculum Planning, Educational Needs, *Employers, *Employment Trends, *Manpower Needs, *Occupational Surveys, Post Secondary Education, Technical Education, Vocational Education

Identifiers—*Nebraska

This study was undertaken (1) to determine the number and kinds of skilled, semi-skilled, and technician employees in a multi-county region in Nebraska, (2) to provide a basis for planning vocational curriculum at Iowa Western Community College, and (3) to aid in statewide planning in area vocational schools and community colleges. A mail survey of over 2,000 area employers covered 13 major occupational categories with 307 job titles listed. Occupational and employment trends which were projected through 1970 indicated a need for additional vocational and technical training programs. A recommended number of sections and class size are given for programs in order of priority. (Author/BH)

ED 055 192 VT 013 834

Weiner, Donald A.

Evaluation of the Industrial Arts Teacher Education Curriculum at Peru State College.

Pub Date 71

Note—281p.; Ed.D. Dissertation, Northern Colorado University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, College Curriculum, Comparative Analysis, *Curriculum Evaluation, Doctoral Theses, Followup Studies, General Education, *Graduate Surveys, Industrial Arts, *Industrial Arts Teachers, *Industrial Education, Professional Education, Questionnaires, Supervisors, *Teacher Education Curriculum

Identifiers—Peru State College

The purpose of this study was to evaluate the total industrial arts teacher education curriculum at Peru State College which consists of industrial arts education, professional education, and general education. Questionnaires were sent to the 103 graduates of the industrial arts teacher education curriculum and to the supervisors of the graduates employed in public schools. Some findings were: (1) The greatest proportion of the graduates gave an above average rating to the industrial arts objectives, goals, and courses, (2) The need to lengthen the period of student teaching was listed by the graduates the greatest number of times in their recommendation for improving the professional semester, and (3) The industrial arts graduates did anticipate a future need for the general education courses of speech, mathematics, English Composition I, health, and English Composition II. It was recommended that a survey be conducted to determine the practicing needs of industrial arts teachers in Nebraska, Iowa, and Kansas where the greatest number of Peru State College industrial arts graduates are teaching. (Author/GEB)

ED 055 193 VT 013 835

Lacy, Annell

An Analysis of Factors that Affect Job Satisfaction of Public High School Business Teachers in Ohio.

Pub Date 68

Note—252p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-1160, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *Business Education Teachers, Doctoral Theses, *Factor Analysis, *Job Satisfaction, School Administration, Secondary School Teachers, *Teacher Attitudes, Teacher Salaries, Teacher Supervision, Teaching Load, Time Blocks

The purposes of this study were (1) to determine whether selected factors affect the job satisfaction of business teachers in public high schools in Ohio, and (2) to determine whether teachers in Ohio's block-time programs are more satisfied with their jobs than teachers in traditional business education programs. To gather needed data, a three-part questionnaire was developed and sent to a sample of Ohio business education teachers. Part I of the questionnaire incorporated nine questions which sought to determine general job satisfaction. Part II contained 40 questions aimed at teachers' attitudes toward their schools and communities, and personal factors that relate to job satisfaction. Part III included 20 questions pertaining to factual data about the teachers, their schools, and the communities in which they live and teach. Based on analysis of the data, selected conclusions were: (1) The community affects teacher job satisfaction, (2) Fringe benefits are important, (3) School administrators affect teacher job satisfaction, and (4) Teacher job satisfaction is Affected by salary. A major recommendation is that teacher educators should provide time in the business education curriculum for human relation courses. (Author/JS)

ED 055 194 VT 013 837

O'Neill, John Nicholas

The Feasibility of a System for the Exchange of Information about Locally Produced Instructional Materials Between Industrial Arts Programs in Higher Education.

Pub Date 71

Note—180p.; Ed.D. Dissertation, Northern Colorado University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, College Cooperation, Communication Problems, Comparative Analysis, Doctoral Theses, Feasibility Studies, Higher Education, *Industrial Arts, *Information Dissemination, *Information Systems, *Instructional Materials, Models, Pilot Projects, Questionnaires, Teacher Educators

This research studies the possibility of increasing an exchange of information among college programs of industrial arts and industrial technology. A total of 213 administrators of teacher education programs in industrial arts were surveyed by mailed questionnaires to determine their ability and willingness to exchange instructional materials with their counterparts in other similar programs. Five criteria were established to measure the feasibility of any proposed element of an information system which might evolve from the survey. Results of the survey indicated that an information system which could meet the criteria was feasible. Eighteen recommendations were made regarding the developing of a system to increase exchange of information regarding locally produced instructional materials. (MU)

ED 055 195 VT 013 838

Coleman, Jay Mario

The Current Status and Possible Trends in Teaching Industrial Arts Wood Information at Teacher Education Institutions.

Pub Date 71

Note—113p.; Ed.D. Dissertation, Northern Colorado University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—College Curriculum, Comparative Analysis, Doctoral Theses, *Educational Trends, *Industrial Arts, Program Evaluation, *Program Improvement, Questionnaires, Relevance (Education), Status, Teacher Attitudes, *Teacher Education Curriculum, *Woodworking

To investigate the present status of the wood area in selected teacher education institutions and to discover possible trends which might be useful in improving the college wood programs, a questionnaire was developed and sent to 122 industrial arts instructors, and the results were compared on a percentage basis. Specific findings were that: (1) A majority of the instructors had some work experience in related industries, (2) The related information emphasized most in the first skill-oriented wood course was safety, tool identification, adhesives, abrasives, lumbering, wood identification, and board feet computation, (3) Cabinet making or furniture construction was offered most often, (4) Most instructors felt that the program should include a study of wood, its industry, and its products, and (5) Approximately three-fourths felt that the innovative programs had meaningful implications toward the college. Some conclusions were that the present instructors should be capable teachers because of their experience, that the learning experiences of the wood project should be changed, and that wood technology will become a major course offering in the college wood curriculum. (Author/GEB)

ED 055 196 VT 013 839

Morris, Allen Eugene

An Analysis of the Perceptions of Students with Respect to the Mechanics, Content and Utilization of Articulated Instructional Development Booklets.

Pub Date 71

Note—236p.; Ed.D. Dissertation, Northern Colorado University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Content Analysis, Doctoral Theses, Foreign Countries, Grade 8, *Industrial Arts, *Instructional Materials, *Perception, Student Attitudes, *Students, *Textbook Evaluation

Identifiers—*Articulated Instructional Media, Calgary School System

Within the Calgary school system, a series of pictorially programed instructional booklets (Articulated Instructional Development booklets) are used for the multiple-activity approach to teaching industrial arts. Using a random sample of 100 students from eighth graders enrolled in the materials section of the Calgary Plan, a Q-Sort instrument was used to obtain data on student perceptions of mechanics, content and utilization. Each card solicited individual opinions on a certain subject, illustrated by an example or picture. The findings indicated that all groups agreed on five of the nine practices related to the mechanics of the booklets, with five of the seven related to content, and with seven of the nine practices related to utilization. A priority listing of the 25 standards related to the development of instructional materials employing pictorial content were established from the feelings indicated by the students with respect to the booklets. (Author/GEB)

ED 055 197 VT 013 841

Working Children: A Report on Child Labor.

Department of Labor, Washington, D.C.

Report No—WH-PUB-1323

Pub Date Apr 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Labor, *Child Labor Laws, *Federal Laws, Minimum Wage, Work Environment, Working Hours, *Youth Employment

Identifiers—*Fair Labor Standards Act

This report explains the applicability of the Fair Labor Standards Act to child labor. Statistics are provided on violations which occurred during fiscal year 1970, and individual cases are described. This document is a revision of ED 048 498. (BH)

ED 055 198 VT 013 845

EPDA (Education Professions Development Act) Institute Leadership Development in Curriculum Planning. Final Report.

Kentucky Univ., Lexington. Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Nov 70

Grant—OEG-0-70-1959

Note—173p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Development, *Curriculum Planning, *Institutes (Training Programs), *Leadership Training, Methodology, Models, *Participant Involvement, Participant Satisfaction, Planning Meetings, Professional Education, Program Planning, *Vocational Education

Identifiers—*Education Professions Development Act, EPDA

Forty-two individuals, comprising teams of three people from 14 states, attended a conference planned to: (1) assist vocational leaders in developing the intent, nature, and possible structure(s) of vocational curriculums at different levels, (2) cause participants to understand implications and provisions current legislation has for professional development in the area of curriculum, and (3) help participants prepare a leadership development plan to be implemented in their state for coordinating and supervising the development of vocational education curriculums at all levels. The 11 presentations delivered during the 5-day conference included: (1) "A Planning and Managing Model" by Carl Lamar and Billy Vice, (2) "Planning Techniques and Systems" by Ray Cash, and (3) "Kentucky's Education Professions Development Act (EPDA) Plan for Leadership Development" by Mary Lois Williamson. In evaluating the institute, over 80 percent of the participants said that the objectives were clear to them and that the material presented seemed valuable. (Author/JS)

ED 055 199 VT 013 878

Russell, Earl Bell

Development of an Instrument to Measure the Change Orientation of Vocational Teachers.

Spons Agency—Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 71

Note—162p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Doctoral Theses, Educational Research, Instrumentation, *Measurement Instruments, *Teacher Attitudes, Testing, *Test Validity, Vocational Education, *Vocational Education Teachers

To develop and test an instrument designed to measure change orientation in vocational teachers as a means of identifying potential innovators and teachers most receptive to change, 250 vocational teachers were divided into "early adopter" and "laggard" groups and were administered an instrument containing eight attitude subscales designed to measure change orientations. In addition, a short form of the Rokeach Dogmatism Scales, Rotter Internal-External Control Scale, Dye Local-Cosmopolitan Scale, and the McClosky Conservatism Scale were included in the instrument for cross-validation and for assessing attributes believed to be closely associated with change orientation. Usable returns from 78 percent of the early adopter group and 69 percent of the laggard group revealed that change orientation is measurable. Early adopters and laggards differed significantly in five of the attitude subscales, and a general factor scale identified by factor analysis, consisting of 21 items, was a powerful discriminator between the groups. Construct validity was confirmed by the finding that teachers with high change orientation scores were less dogmatic, less conservative, and more cosmopolitan in view points. Concurrent validity was confirmed by the finding that early adopters had over twice as many unusual or unique features in their instructional programs as did laggards. (Author)

ED 055 200 VT 013 882

NHSB Thesaurus of Traffic and Motor Vehicle Safety Terms; A Supplement to Highway Safety Literature.

Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Report No—HS-820-080

Pub Date Jun 70

Note—132p.; Second Edition

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197 970, MF $0.95; see catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Motor Vehicles, Research Reviews (Publications), *Thesauri, *Traffic Safety

Identifiers—*National Highway Safety Bureau, NHSB

This interim thesaurus contains search terms used to describe the contents of nearly 8,000 documents which have been announced in the weekly journal "Highway Safety Literature." The journal contains information about research reports and other documents of interest to the traffic safety community, including information about planned, in-progress, and completed research. To provide access to this collection, the thesaurus provides listings of broad terms, narrow terms, related terms, and scope notes when necessary. (BH)

ED 055 201 VT 013 883

Dubin, Robert

Work and Non-Work: Institutional Perspectives.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Jul 71

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, Family Role, Industrial Technology, *Institutions, *Leisure Time, *Models, Occupations, Social Agencies, *Social Change, Social Organizations, *Work Attitudes, Work Environment

Identifiers—Work Organizations

What impact do the institutions of society have on work? To answer this question a distinction was drawn between two models of social institutions, contrasting their characteristics and pointing out the implication of each model for an understanding of work and the production institution. It was concluded that the "multi-equal" model of social institutions provides a more adequate picture of industrial societies. This document sets forth the analytical grounds for developing the "multi-equal" model as well as implications for work that may be drawn from this model. Predictions are made regarding the relations between institutions and work in the future. (Author/JS)

ED 055 202 VT 013 886

Coburn, James Minton

A Model (Formula) for Deriving A Hazard Index of Rail-Highway Grade Crossings.

Pub Date May 69

Note—176p.; Ed.D. Dissertation, Texas A and M University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-9676, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Accident Prevention, Doctoral Theses, *Driver Education, Factor Analysis, *Models, Motor Vehicles, *Predictive Measurement, Rail Transportation, Trade and Industrial Education, *Traffic Accidents, Traffic Patterns, *Traffic Safety

Identifiers—Hazard Index, Rail Highway Grade Crossings

The purpose of this research was to compile data for use as related information in the education of drivers, and to derive a formula for computing a hazard index for rail-highway intersections. Data for the study were compiled from: (1) all crossings on which field data were collected, (2) reports of 642 accidents, and (3) data collected from individual railroad companies. The hazard-index formula was derived from a 5-year historical record of 140 crossings where one or more accidents occurred between January 1, 1962 and December 31, 1966, and from 140 crossings where no accidents were recorded during the same interval. One hypothesis which was tested, but rejected, stated that vehicle frequency, train frequency, and speed have no effect on the accident rate at grade crossings. Among the conclusions are that: (1) a high rate of speed is not a prerequisite for becoming involved in a railway-highway accident, (2) Tractor-trailer trucks have a more severe accident rate at grade crossings than single-unit trucks and automobiles, and (3) The type of protective device installed at a grade crossing affects the accident potential at the intersection. (Author)

ED 055 203 VT 013 887

Locke, Lewis Alvin

A Licensing Program for Operators of Two-Wheeled Motor Vehicles.

Pub Date May 69

Note—88p.; Ed.D. Dissertation, Texas A and M University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11556, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Driver Education, Industrial Education, *Manuals, *Motor Vehicles, *Program Development, Program Evaluation, Tests, *Traffic Safety

Identifiers—Licensing Programs, Motorcycles

This study was conducted to develop and evaluate a licensing program for operators of two-wheeled motor vehicles. Materials specifically developed for the study were: (1) a driver's handbook, (2) two forms of a written test, (3) an off-street driving test, and (4) a driving range. Once developed, these materials were the basis of the separate operator's license issued to motorcyclists in Texas. Following implementation, the program was evaluated by: (1) an advisory jury of experts, (2) statistical analysis of a sample of completed written tests, (3) interviews with motorcycle riders, and (4) interviews with driver licensing personnel throughout the state to determine the ease of administering the examination. Based upon analysis of the above data and revisions in the program, it was concluded that a licensing program for operators of two-wheeled vehicles could be developed. (Author/JS)

ED 055 204 VT 013 896

Finch, Curtis R.

Troubleshooting Instruction in Vocational-Technical Education Via Dynamic Simulation. Final Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Aug 71
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Air Conditioning Equipment, Appliance Repairing, Auto Mechanics, Cognitive Ability, *Electrical Systems, Equipment Maintenance, Experimental Groups, *Mechanical Equipment, *Performance Criteria, *Simulation, Technical Education, *Vocational Education
Identifiers—*Troubleshooting
This study was designed to examine the feasibility of using simulation as a means of teaching vocational-technical students to detect and identify malfunctions in selected electrical and mechanical systems. A dynamic simulator was employed which features interchangeable panels and logic that permits the simulation of electrical or mechanical systems in automobiles, heating and air conditioning systems, and various appliances. The study involved 205 automotive mechanics enrollees at four Pennsylvania area vocational-technical schools. The treatment group received individual, self-paced instruction on the simulator and performed significantly better than the non-treatment group which did not receive any simulator instruction. Affective, cognitive, and experience type variables were predictive of troubleshooting efficiency, while cognitive and experience variables predicted success in troubleshooting proficiency. Instructors felt that the simulators motivated students, facilitated instruction, and enhanced learning. (Author/GEB)

ED 055 205 VT 013 909
Udell, Gilman G., Comp.
Laws Relating to Vocational Education and Agricultural Extension Work.
Congress of the U.S., Washington, D.C. House.
Pub Date 71
Note—1,012p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y1.2:V85/2/970, $4.00)
EDRS Price MF-$0.65 HC-$36.19
Descriptors—Educational Finance, *Educational Legislation, Educational Programs, Federal Aid, Federal Government, Federal Laws, *Federal Legislation, Federal Programs, *Rural Extension, *Vocational Education
This compilation contains approximately 224 laws relating to vocational education and the agricultural service enacted by the U.S. Congress since 1914. Arranged by date of approval, some of the laws include: (1) Smith-Lever Act, (2) Smith-Hughes Act, 3) George-Reed Act, (4) George-Deen Act, (5) George-Barden Act, (6) Smith-McConnell Act, (7) Allied Health Professions Personnel Training Act of 1966, (8) Elementary and Secondary Education Amendments of 1967, (9) Vocational Education Amendments of 1968, and (10) Environmental Education Act. (SB)

ED 055 206 VT 013 914
Charnes, A. And Others
Mathematical Models for Manpower and Personnel Planning, Research Report.
Texas Univ., Austin. Center for Cybernetic Studies.
Report No—RR-CS-51
Pub Date Feb 71
Note—32p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD 722 699, MF $0.95; See catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Input Output Analysis, Linear Programing, *Manpower Utilization, *Mathematical Models, *Personnel Management, Statistical Analysis
Current work in mathematical modeling for manpower planning and personnel administration is reviewed with special reference to selected cases in the U.S. Navy. This included: (1) assignment models and their dynamic extensions, (2) Stochastic models with special reference to Markoff Processes, including the Office of Civilian Manpower and Management's goal programing extensions, (3) input-output and activity analysis models, and (4) combinations and extensions with mathematical programing relations delineated. Evaluations of existing developments are delineated with possible paths for future strategies. Potentials for science as well as management are explored. (Author)

ED 055 207 VT 013 921
Huffman, Harry And Others
Modifying Disadvantaged Students' Perceptions of Office Work. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—R-D-Ser-51
Bureau No—BR-7-0158
Pub Date Aug 71
Grant—OEG-3-7-000158-2037
Note—96p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 1780-0846, $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Education, Changing Attitudes, Curriculum Development, *Disadvantaged Youth, Instructional Materials, Models, *Office Occupations Education, *Perception, Program Development, Questionnaires, Rural Youth, Student Needs, Teacher Education, Teaching Methods, Urban Youth, Vocational Education, *Work Attitudes
Identifiers—BOOST, Business and Office Occupations Student Training
BOOST, Business and Office Occupations Student Training, is a research and development project devoted to the improvement of programs in office occupations for disadvantaged students. The project was designed to discover the perceptions of disadvantaged students concerning office work and to develop a program for modifying those perceptions that might prevent the students from wanting to prepare for office occupations. It also encompassed the development of methods and materials for use in teacher education programs for preparing teachers of the disadvantaged. The four phases of the study were: (1) Identifying Student Perceptions, (2) Development of Methods and Materials, (3) Tryout and Evaluation of BOOST Materials, and (4) Development of Teacher Education Programs for Teachers of the Disadvantaged. Conclusions based on the findings of the study included: (1) There are apparently no national indexes of perceptions of office work, (2) Teachers generally have only limited opportunity to change perceptions of disadvantaged students, and (3) Clinical experiences appear to be the best vehicle to change perceptions of teachers about the disadvantaged. (Author/JS)

ED 055 208 VT 013 924
Ullery, Jesse William
A Comparative Analysis of Selected Student Characteristics and Vocational Cooperative Programs.
Pub Date Jan 71
Note—188p.; Ed.D. Dissertation, Illinois University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Admission Criteria, Comparative Analysis, Cooperative Education, *Cooperative Programs, Doctoral Theses, Program Administration, Program Effectiveness, *Program Evaluation, *Student Characteristics, *Student Needs, *Vocational Education
This study focused on aspects of a problem defined through statements of both general and particular objectives. Included as general objectives were: (1) the development of a method for identifying and describing groups of students excluded from Cooperative Work Education (CWE) programs, and (2) the development of comparative analysis of students admitted to and students excluded from CWE programs. Particular objectives were: (1) to assess the student selection criteria and practices, and overall operations, of a local school system's CWE program, and (2) to determine the extent to which these criteria, practices, and operations were responsive to school system policy, and to national goals, priorities, and problems. Descriptive in nature, the study used non-parametric techniques since assumptions of normal distribution were in question. A major conclusion of the study is that the characteristics of students excluded overtly or covertly from the school system's CWE programs strongly suggest that many students were denied admission to CWE on the basis of such factors as (1) socioeconomic class, (2) race, (3) age, (4) sex, (5) drop-out proneness, (6) low school achievement, (7) absenteeism, and (8) similar or related factors. It is also noted that students excluded from CWE programs are those who need the programs the most. (Author/JS)

ED 055 209 VT 013 929
Cox, Steven Grahn
A Study of Relationships Between Student Scores on Various Predictor Measures and Vocational Success of Students Who Were Followed Up One and Five Years Following Training in Selected Private Trade, Technical, and Business Schools.
Pub Date Aug 68
Note—163p.; Ph.D. Dissertation, Iowa University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-8715; MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Business Education, Comparative Statistics, Doctoral Theses, Measurement Instruments, Performance Criteria, Post Secondary Education, *Predictor Variables, Questionnaires, Sex Differences, Statistical Analysis, Student Characteristics, *Success Factors, Trade and Industrial Education, *Vocational Development, *Vocational Followup
Identifiers—*Vocational Success
The primary purpose of this study was to investigate the relationships which exist between various predictor measures obtained on students while in training at private post-high school trade, technical, and business schools and a particular global definition of vocational success. The data were collected from 518 students who responded to mailed questionnaires, and through a fifth-year follow-up questionnaire. The Pearson product-moment correlation coefficient, multiple regression analysis, and the Eta statistic were used to analyze the data. Specific findings were: (1) In response to questions concerning relationships between various predictor measures and a global criterion of vocational success, no significant relationships were shown for any of the predictor variables for all students combined or for male students, however, five hypotheses were rejected for female business students, and (2) Of the 148 null hypotheses tested, a total of 18 were rejected at the .05 level and 10 of those were among the 37 tested for female business school students. This indicates a sex rather than a type of school factor at work. (Author/GEB)

ED 055 210 VT 013 931
Patterson, Philip D., Jr.
A Fiscal Analysis of Fixed-Amount Federal Grants-in-Aid: The Case of Vocational Education.
Pub Date Feb 68
Note—230p.; Ph.D. Dissertation, Georgetown University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-12,815; MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Educational Finance, Equalization Aid, *Federal Aid, Federal Laws, *Federal Programs, Fiscal Capacity, *Program Effectiveness, *Vocational Education
Identifiers—*Vocational Education Act of 1963
A fiscal analysis of fixed-amount Federal grant programs using the criteria of effectiveness, efficiency, and equity is essential to an evaluation of the Federal grant structure. Measures of program need should be current, comparable over time and among states, and subjected to sensitivity analysis so that future grants can be estimated. Income distribution must be considered in measuring fiscal capacity. In addition, the overall matching ratio around which state ratios vary should be determined by the desired minimum state service level. Periodic review of the grants is desirable. The vocational education program should be modified to improve: (1) the measures of program need, (2) equity of constraint limits for allowment equalization, and (3) equalization via matching. Because of ineffective and unequitable features of the Smith-Hughes and George-Barden Acts, their Federal funds should be administered under the 1963 Vocational Education Act. (Author/BH)

ED 055 211 VT 013 933
Perlman, Leonard G.
A Predictive Model for the Identification of Potential Dropouts from Vocational Training in a Comprehensive Rehabilitation Center.
Pub Date Jun 68
Note—129p.; Ed.D. Dissertation, Pennsylvania State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-5581; MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Dropout Characteristics, *Dropout Identification, Dropout Research, Dropouts, Followup Studies, *Models, Psychometrics, *Rehabilitation Programs, *Research Methodology, Vocational Rehabilitation
To analyze selected demographic and psychometric characteristics of dropouts and graduates from vocational training at a comprehensive rehabilitation center, nearly 600 dropouts and graduates of the Pennsylvania Rehabilitation Center were studied. Five variables were found to be useful in predicting dropouts: (1) preselected training goal upon entry, (2) sex, (3) age at onset of disability, (4) entry age, and (5) years of work experience. Validation of the model and cross-validation in other rehabilitation settings are recommended prior to any practical use. (Author/BH)

ED 055 212 VT 013 934
Pierce, Robert Benjamin
An Analysis of the Impact of the Vocational Education Act of 1963 on Business Education in the Public Secondary Schools of Missouri with Implications for Teacher Preparation.
Pub Date Aug 68
Note—187p.; Ph.D. Dissertation, Iowa University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-8790, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Business Education, Doctoral Theses, *Federal Legislation, Office Occupations Education, Program Descriptions, *Program Evaluation, *Secondary Education, Student Enrollment, Teacher Certification, Teacher Characteristics, *Teacher Education, Vocational Education
Identifiers—Missouri, Vocational Education Act of 1963
The purpose of this study was to determine the degree of impact exerted by the Vocational Education Act of 1963 on business education in the public secondary schools of Missouri. The study encompassed an examination of the historical background of Federal Government participation in business education at the public secondary school level throughout the nation and the state of Missouri. The provisions of the 1963 Act and the Missouri State Plan for Vocational Education applicable to business and office education were examined. Additional data regarding educational programs were obtained from the files of the State Department of Education and from a questionnaire which was submitted to all teachers with valid certificates. Based upon data collected and subsequent analysis and findings, conclusions included: (1) Vocational business and office education has been given increased recognition by the Missouri State Department of Education, (2) Vocational business and office instructional personnel have been motivated by certification requirements to obtain academic preparation in the form of professional vocational courses, and (3) A larger percentage of school districts were offering vocational business courses than were doing so prior to the passage of the Act. (Author/JS)

ED 055 213 VT 013 936
Andrews, Earl Raymond
The Status of and Need for Vocational-Industrial Education in Jefferson County Missouri.
Pub Date 68
Note—170p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-12,483, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Community Surveys, Curriculum Development, Doctoral Theses, *Educational Needs, Employment Opportunities, Manpower Development, Occupational Surveys, Post Secondary Education, Program Development, Program Evaluation, Secondary Education, *Student Needs, Tax Support, *Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—Jefferson County, Missouri
To assess the status of and need for vocational-industrial education within Jefferson county, and to provide a more objective basis for program and curriculum development, data were gathered on (1) employment opportunities within the labor market area, (2) student interests in vocational-industrial education, and (3) the financial potential of the local school districts and Jefferson College to support a program of vocational-industrial education. Based on the analysis and interpretation of the above data, several conclusions were reached: (1) The scope of vocational-industrial education in Jefferson appears inadequate in relation to the critical need for industrial workers and the needs of the 75 percent of high school graduates who did not attend college or receive any vocational training in high school, (2) Jefferson College appeared to be in a better financial position than the high school districts to provide an adequate program within Jefferson County, and (3) For post-high educational programs, such as medical technician, professional nurse, and engineering technician, students will most likely enroll at Jefferson College. (Author/JS)

ED 055 214 VT 013 937
Penn, Thomas L.
A Study of Federal Financial Aid to Public Vocational Education, 1917-1964.
Pub Date 68
Note—162p.; Ed.D. Dissertation, American University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-14,571; MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Educational Finance, Equalization Aid, *Federal Aid, Federal Programs, *Federal State Relationship, *Vocational Education
Current and historical reports were studied to produce a record of significant events associated with Federal financial aid to public vocational education. Federal-state relationships were analyzed for patterns and trends. The study found that: (1) Federal aid to vocational education resulted initially from public opinion favoring a more practical and useful educational system, (2) Intergovernmental relationships in vocational education were generally effective at all levels, and (3) The states showed much individuality in their spending patterns and trends in vocational education, reflecting an overall pattern of rising enrollments and expenditures. (Author/BH)

ED 055 215 VT 013 947
Occutapes.
Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.; Richland County Board of Education, Mansfield, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Opportunities, *Career Planning, Guidelines, Material Development, *Occupational Guidance, Occupational Information, Program Descriptions, Program Development, *Program Guides, Program Planning, Resource Guides, *Video Tape Recordings, Vocational Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Occupational Exploration, *Occutapes
This project was initiated under provisions of Title III to develop guidelines and recommendations for the development and use of videotaped field trips in guidance and career education in Ohio. The purposes of the project were to: (1) develop and field test career orientation videotapes (occutapes), (2) refine the tapes and procedures for producing such tapes, and (3) prepare guidelines and present programs to promote the use of the occutape technique within the Ohio educational community. Implementation of the project involved primarily: (1) the cooperation of a steering committee of counselors and school administrators, local business and industrial leaders, local labor unions, and school guidance counselors, and (2) feedback and evaluation of the pilot tapes by students, teachers, and course counselors after field testing, as the basis for revision of the tapes and preparation of the project report and recommended guidelines. Although not as comprehensive as originally planned, the field testing evaluation suggested that the use of locally produced videotapes in business and industry is an extremely effective technique for broadcasting student understanding of the local economic world. (AW)

ED 055 216 VT 013 952
Manpower Planning: Evolving Systems.
Conference Board, Inc., New York, N.Y.
Report No—Conf-Board-R-521
Pub Date 71
Note—81p.
Available from—The Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022 ($17.50--Non-Associates)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Business, *Employment Projections, Labor Market, *Labor Supply, *Manpower Needs, Personnel Management, *Planning, Skilled Labor
Identifiers—*Manpower Planning
This report defines manpower planning and explains its current popularity. The experiences of individual businesses are used to develop techniques for projecting manpower supply and demand and future manpower needs. The role of manpower in the corporate plan is considered. (BH)

ED 055 217 VT 013 959
Pierce, William Frank
Factors Associated with Participation by Michigan School Superintendents in Programs Authorized under the Provisions of the Vocational Education Act of 1963.
Pub Date 67
Note—317p.; Ph.D. Dissertation, Michigan State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-4202, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Background, *Decision Making, Doctoral Theses, Environmental Influences, *Federal Aid, Federal Legislation, Individual Characteristics, Professional Training, Program Development, *Superintendents, *Vocational Education
Identifiers—Michigan, Vocational Education Act of 1963
The major purpose of this study was to identify some of the variables associated with the decisions of school superintendents to submit applications for funding under the provisions of the Vocational Education Act of 1963. By means of a questionnaire, 200 randomly selected public school superintendents were requested to submit data concerning their: (1) professional preparation and experience, (2) professional environment, and (3) the operational procedures of the Division of Vocational Education. Major findings based on analysis of data revealed that: (1) Superintendents who applied for funds possessed a significantly higher level of academic preparation, and (2) The superintendent's undergraduate major, types and length of teaching experience, length of experience as a superintendent or length of employment in fields other than education had no significant relation to the decision to apply for funds. In regard to variables related to the superintendent's immediate professional environment, it was found that superintendents who attended regional conferences conducted by the Division of Vocational Education were more likely to apply for funds. (Author/JS)

ED 055 218 VT 013 960
Gilliland, Hugh Ronald
Attitudes of Slum Dwellers and Suburbanites Toward Blue-Collar Occupations and Vocational Education.
Pub Date 67
Note—243p.; Ed.D. Dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-3609, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Blue Collar Occupations, Comparative Analysis, Doctoral Theses, Environmental Influences, Intelligence Differences, *Parent Attitudes, Slum Environment,

Socioeconomic Influences, *Student Attitudes, Suburban Environment, *Teacher Attitudes, Union Members, *Vocational Education

The study sought to: (1) ascertain the attitudes of educators, students, and parents in slum, suburban, and cross-sectional areas, toward blue-collar occupations and vocational education, (2) identify significant differences between attitudes of groups with union and non-union backgrounds, and (3) identify any existing relationship between general intelligence and attitudes toward vocational education. A review of literature, an adaptation of Mortimers' attitude scale, and Psychological Services records were used to obtain data. It was found that educators had the most favorable attitudes, parents slightly less, and students the least favorable attitudes. The cross-sectional parents and students had the most favorable attitudes while academic teachers and administrators had slightly less favorable attitudes than did practical arts teachers. Union respondents had more favorable attitudes than non-union respondents, and it appeared that people with higher general intelligence tended to have more favorable attitudes than those with lower intelligence. (Author/GEB)

ED 055 219 VT 013 962

Whitney, Larry Jerome

An Analysis of the Administrative Structure and the Role of the Chief Vocational-Technical Education Administrator in Public Junior Colleges.

Pub Date 67

Note—232p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-3667, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Administrative Personnel, Administrator Characteristics, *Administrator Qualifications, *Administrator Role, Educational Administration, *Junior Colleges, National Surveys, *Vocational Education

To identify job characteristics and patterns of administrative structure, and to analyze relationships between administrative level and job titles and characteristics, questionnaires were sent to the head vocational education administrators at all the junior colleges listed in the 1966 "Junior College Directory." Based on 255 responses, the study concluded that: (1) Necessary preparation includes a master's degree in educational administration, vocational education, or industrial education, plus experience, (2) There are eight basic administrative structures, with the vocational education administrator at the second or third level, (3) 12 month contracts at salaries over $12,000 are typical, (4) Most administrators devote full time to administration, and (5) Actual and desired titles and administrative level are related. (Author/BH)

ED 055 220 VT 013 963

Krepel, Wayne Jerome

An Examination of Selected Salient Correlates of Nebraska School Administrators as Related to Vocational Education.

Pub Date 67

Note—196p.; Ed.D. Dissertation, Nebraska University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-3971, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Administrator Background, Administrator Characteristics, *Administrator Role, Cognitive Measurement, Comparative Analysis, Data Collection, Demography, Doctoral Theses, Measurement Instruments, Questionnaires, *Role Perception, *Vocational Education

Identifiers—Nebraska

The purpose of this study was to prepare a descriptive analysis of the relationship existing between selected Nebraska school administrators and vocational education. Following a review of literature, 51 superintendents and 51 principals from three size categories of schools were randomly selected and personal and professional information was obtained through a demographic questionnaire. Role, attitude, and cognitive testing instruments were administered at eight sites and the results of the questionnaire and test instruments were summarized to give a description of the administrators. The personal and demographic data revealed that: (1) Most of the administrators had completed additional graduate courses beyond the master's degree, (2) Approximately three-fourths had no teaching experience in occupational education, (3) Principals indicated a higher feeling of obligation toward students than did the superintendents, (4) Superintendents were more positively oriented toward vocational education, and (5) Vocational concepts ranked lowest were labor unions, journeyman, and apprentice. (Author/GEB)

ED 055 221 VT 013 964

Comm, Walter

A Historial Analysis of Vocational Education: Land-Grant Colleges to California Junior Colleges, 1862-1940.

Pub Date Jun 67

Note—186p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-1185, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Economic Factors, *Educational History, Educational Legislation, Educational Needs, *Federal Legislation, *Junior Colleges, Manpower Needs, Population Trends, *Program Development, Social Factors, *Vocational Education

Identifiers—California

To analyze the history of vocational education and the major influences which have affected its development in the California junior colleges, this study examined the 78 years between the passage of the first Morrill Act and the beginning of World War II. Emphasis was given to legislation and the major social and economic elements that affected vocational education. Among the conclusions of the study were: (1) The influences on vocational education at any given time reflected legal provisions, economic stability, and social trends, and (2) Leadership in developing a sound vocational education program was often absent during the early years of growth. (Author/JS)

ED 055 222 VT 013 968

Tatum, Julian P., Jr.

Variables Related to the Educational-Vocational Decision-Making of High School Seniors.

Pub Date 67

Note—247p.; Ed.D. Dissertation, Colorado State College

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-463, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Career Choice, College Bound Students, *Decision Making, Doctoral Theses, *Dropouts, Entry Workers, Family Background, High School Students, Interviews, Occupational Guidance, Predictor Variables, Questionnaires, *Seniors, Social Background, *Vocational Counseling

Identifiers—Colorado

The purposes of this study were threefold: (1) to discover what educational and vocational decisions selected seniors and senior dropouts had made, (2) to investigate some selected variables important to the decisions of the students, and (3) to discover some important implications from this research to assist counselors, teachers, curriculum specialists, and administrators in their efforts to help students. Major findings and implications were based upon data collected by a general questionnaire survey, counselors' interviews of the students, review of the Dropout Data form, and an instrument on how seniors and senior dropouts make decisions. Among these findings were: (1) Approximately 69 percent of the seniors planned to continue their education, while 70 percent of the dropouts had plans for jobs, marriage, and entering military service, (2) Seniors' top ranking reasons for the selection of high school curriculums were interest, college requirements, educational plans, and ability, and (3) Sex, health, finances, father's education, and student's ability had some effect on seniors and seniors' dropout decisions. (Author/JS)

ED 055 223 08 VT 013 971

Teague, Richard L.

Community Power and Social Change: A Case for Social Action with Implications for Occupational Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RDR-11

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—111p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Change, *Educational Development, Educational Needs, Educational Objectives, Institutions, Political Power, *Power Structure, *Social Change, Social Problems, *Vocational Education

In times of social change, the major institutions of a community undergo sometimes drastic modifications, even restructuring. Institutions such as education, government, and the family go through many interim stages before reaching a static point. If a pattern of these changes can be established, or if a cause and effect relationship can be determined, the benefits to the community can be heightened. The purpose of this report is to delineate the characteristics of community power structures within a changing community in order to help community leaders expedite programs during those periods of social change. The report identifies the community power figures in Central City and determines the characteristics common to these people. Social problems and community needs are analyzed comparing the views of the identified power figures and a sample of the community at large. There is also a consideration of the characteristics of community power structures that tend to inhibit or facilitate changes in occupational education and of implications for social action in relation to occupational education. The report concludes that a core of community power should be developed to attain the goals of occupational education, within the broader goals of the community. (Author)

ED 055 224 08 VT 013 972

Coster, John K. And Others

A Model for Education for Occupational Proficiency.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Occas-Pap-6

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Education, *Curriculum Development, Decision Making, Educational Change, Educational Needs, *Educational Objectives, *Educational Philosophy, *Models, *Vocational Education

Identifiers—Occupational Proficiency

This paper delineates the problems confronting professional personnel in occupational education in attaining the national goal, expressed by Congress, to provide optimum employment for each individual who is able to work. Preparation for occupational proficiency is conceptualized as a continuous process that begins with entry into the school system and continues throughout the individual's career. Curricular experiences are integrated continuously so that the relevance between school and work is readily visible. Thus, traditional dichotomies are obliterated, and the essential continuity of educational experiences is emphasized. The problem of integrating the individual's decision process into the curriculum is a basic step in attaining the national goals. (BH)

ED 055 225 VT 013 973

Peterson, Marla And Others

The OCCUPAC Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date Jun 71

Note—453p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Audiovisual Instruction, *Career Education, Elementary School Curriculum, *Individualized Instruction, Junior High Schools, *Learning Activities, *Multimedia Instruction, *Occupational Information, Simulation, Vocational Development

Identifiers—Career Development, Occupational Exploration, *Project OCCUPACS

During Phase I of a two-phase project, 15 OCCUPACS (learning activity packages) were developed, pilot tested in a university laboratory school, field tested in four public school systems, revised, and submitted to professionals for final review. Intended to provide occupational information to children in Grades K-9 at different levels of difficulty, each OCCUPAC contains multi-media materials in the form of slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and other props. Some recommendations resulting from Phase I activities are: (1) Students seem to prefer using the OCCUPACS on an individual or small group basis, (2) Other occupational information activities such as field trips should be included into the OCCUPAC program, (3) Teachers using the OCCUPACS need instruction concerning individualized instruction, career development, how to use information techniques with the packages, and counseling, interviewing, and listening techniques, (4) More OCCUPACS representing a variety of occupations should be developed, and (5) Effective preservice and inservice procedures need to be developed for orienting teachers and counselors to K-9 occupational information. Tape scripts for each of the 15 OCCUPACS are appended. (SB)

ED 055 226 VT 013 987

Robinson, Boyd Fillmore, Jr.

Gatekeepers in Vocational Education.

Pub Date 71

Note—145p.; M.S. Thesis, Maryland University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Communication (Thought Transfer), Criteria, Demography, Educational Needs, *Information Dissemination, Information Needs, Information Networks, Information Processing, *Information Systems, *Information Utilization, Masters Theses, Program Evaluation, Supervisors, Supervisory Activities, *Vocational Agriculture Teachers, *Vocational Education

A "gatekeeper" is an individual within a communication system who, through a process of selection, restricts the flow of information to the receivers. To investigate certain demographic characteristics and opinions which influence county supervisors (gatekeepers) in the selection of publications for dissemination to vocational agriculture teachers, numerous publications were mailed to Maryland county supervisors. The extent of dissemination of these publications was checked through the vocational agriculture teachers, who also provided opinions regarding what types of publications they needed. Further, the supervisors were interviewed by telephone to obtain the demographic data and their opinions regarding several factors of the publications. Some conclusions reached as result of the study were: (1) Supervisors were aware of teacher needs but did not disseminate publications to meet these needs, and (2) Supervisors base their opinions of publications in part on the general content of publications. (Author/JS)

ED 055 227 VT 013 992

Stadt, Ronald W. Kenneke, Larry J.

Teacher Competencies for the Cybernated Age.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Report No—Monog-3

Pub Date 70

Note—37p.

Available from—American Industrial Arts Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 641-21334, $1.75)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Cybernetics, *Educational Change, *Industrial Arts, Industrial Arts Teachers, Industrial Education, Industrial Technology, Program Content, Teacher Education, Teacher Responsibility, Teaching Skills, *Technological Advancement

Industrial arts must be prepared to respond to the changes brought about by contemporary technological advancement. The impact that technology will have upon people and the impact of information processing upon man and his world should be of major concern to industrial arts educators. Principal areas of consideration should be the effects of technology and information processing on productivity, consumption, employment, leisure, the unskilled, and mobility. All of these factors will have implications for industrial arts teacher education in regard to man and the labor force, the economy, technology, enterprises, and the educational enterprise. If industrial arts programs are to assume the responsibility for informing youth and vocationally ill-prepared adults about contemporary work and technology, industrial arts teacher education must foster understandings of both the technical and the human sides of enterprise. (GEB)

ED 055 228 VT 013 996

Proceedings of North American Conference on Labor Statistics (27th, Klamesha Lake, New York, June 16-20, 1969).

Bureau of Labor Statistics (DOL), Washington, D.C.; New York State Dept. of Labor, Albany.

Pub Date 71

Note—312p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—City Problems, Collective Bargaining, Conference Reports, *Decision Making, *Employment Statistics, Government Employees, *Industrial Relations, *Manpower Development, Program Evaluation, *Research Needs

More than 50 presentations at this conference emphasized the role of labor statistics in public and private decision-making. The first two sessions were directed to research needs in evaluating new labor relations legislation covering public employment. A session on the role of statistics in urban problems centered around family budget information. Discussion of research needs for a comprehensive manpower program stressed program evaluation, sources of new data, and new directions in research. The final session was devoted to meeting inflation problems. (Author/BH)

ED 055 229 VT 014 000

Agricultural Tractor Safety on Public Roads and Farms.

Department of Transportation, Washington, D.C.

Pub Date Jan 71

Note—574p.; Report to the United States Congress

Available from—Superintendent of Documents; U.S. Government Printing Office, Washington, D.C. 20402 (TD 1.2:T67; Stock No. 5003-0028, $5.25)

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Accident Prevention, Agricultural Education, *Agricultural Safety, Physical Design Needs, *Safety Equipment, *Tractors, *Traffic Safety, Transportation

This study investigated the extent, causes, and means of preventing agricultural tractor accidents. The report includes an estimate of annual tractor-related deaths, an identification of the primary causes of such accidents with consideration of the major hazards causing death or injury, and recommendations or means for preventing the occurrence of and reducing the severity of injuries resulting from tractor accidents. Because of recent private initiative in tractor safety, Federal safety standards are not considered necessary at this time. Alternative recommendations include: (1) The tractor industry should intensify efforts to promote and market equipment with proper safety equipment, (2) The insurance industry should consider the feasibility of incentives for farm operators to choose safety features, and (3) States should require driver's licenses for operating tractors on public roads and should develop adequate accident reporting systems which will contribute to hard data for further research. (Author/BH)

ED 055 230 VT 014 019

McCleary, Joseph Leon

Vocational Education Programs Offered in the Metropolitan Public High Schools of the United States.

Pub Date Aug 67

Note—186p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-1687; MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Community Role, Data Sheets, Doctoral Theses, *Educational Needs, Job Training, Metropolitan Areas, Occupational Information, Program Evaluation, *Program Improvement, School Districts, *Secondary Schools, *Vocational Education

The study was concerned with ways in which high schools can better prepare students for the vocational demands of a technological society. The four areas of concern were: (1) Major inadequacies of present vocational programs, (2) Vocational courses being offered and needs for change, (3) Modes of district organization, and (4) Role of the community. A data sheet was constructed and sent to 206 school districts in the United States which serve cities of 50,000 or more population. On the basis of the findings from the data sheets, a review of the literature, and a study of written material submitted by some districts, 19 statements concerning the needs of vocational education were drawn up for submission to a jury of educators and representatives of business and industry. The data from their responses were used to formulate recommendations. Recommendations include that: (1) increased opportunities in vocational education be provided for low-ability students, (2) a greater variety of occupational areas be included, (3) a greater variety of screening devices and methods be employed, (4) the use of community coordination and support agencies be continued, and (5) the plan of organization be adapted for individual communities. (Author/GEB)

ED 055 231 VT 014 021

Traicoff, George, Jr.

The Knowledge and Opinions of Business Educators Toward Vocational Education with Special Emphasis Toward Distributive Education.

Pub Date Jun 67

Note—320p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-16,439, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *Business Education Teachers, College Majors, College Students, Cooperative Education, *Distributive Education, Doctoral Theses, Instructor Coordinators, *Opinions, Program Coordination, *Program Evaluation, Student Enrollment, Teacher Attitudes, Teacher Characteristics, Teacher Education

This study was conducted to lend insight to possible methods of recruiting and preparing distributive education teacher-coordinators, a problem which has concerned state supervisors and teacher-coordinators for several decades. The first section of the inquiry form solicited information on the individual completing the form and the institution where he teaches or studies. The remainder of the form was structured to gather opinions and attitudes of teachers and students toward distributive education. Among the findings of this study were: (1) Approximately 70 percent of the high school business teachers received their education at a state university or college, and the remainder at a private, city or business college or university, (2) Over 35 percent of these teachers had taken a course dealing with the principles of vocational education during their college work, and (3) Over 88 percent of the high school business teachers and 80 percent of the business education majors stated that they had never been discouraged from becoming distributive education coordinators. (Author/JS)

ED 055 232 VT 014 022

Flemister, Ida Morris

The Effect on Self Concept of the Chattanooga Neighborhood Youth Corps and of Education, Vocational Aspiration, and Sex Role.

Pub Date Jun 67

Note—119p.; Ed.D. Dissertation, Tennessee University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-15,776, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Disadvantaged Youth, Federal Programs, *Occupational Aspiration, On the Job Training, Poverty Programs, *Self Concept, Self Concept Tests, *Sex (Characteristics)

Identifiers—Chattanooga, *Neighborhood Youth Corps, NYC

To ascertain the effects of participation in the Chattanooga Neighborhood Youth Corps, this study tested the null hypothesis that self concept was unaffected by participation, status in the pro-

gram (in or out of school), and sex role. In an experimental pretestepostttest control group design, a series of three instruments were administered to 94 subjects, with a minimum of 3 months between tests. Failure to find many significant differences led to acceptance of the null hypothesis. Replication of the present research with groups equated as to sex and size and allowing more time between pre- and posttest would provide more valid information. (Author/BH)

ED 055 233 VT 014 023

Colgan, Francis Eugene

A Vocational and Technical Purview for Educational Administrators.

Pub Date 67

Note—172p.; Ed.D. Dissertation, Nebraska University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-15,985, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Evaluation, *Chief Administrators, Comparative Analysis, *Educational Administration, Educational Needs, Educational Programs, *Knowledge Level, School Size, *Vocational Education

This study was conducted to design an objective examination to measure the knowledge of superintendents and principals in the area of vocational education needs and programs. Examination of the literature showed: (1) Academic preparation is available on a very limited basis in the area of vocational education needs and programs, (2) Administrators want to learn more about needs and programs, (3) No predictive relationship exists between verbal ability and the score on the cognitive instrument, (4) Responses on the stratified sample correspond to the expected population curve, and (5) Scores were positively related to school size. (Author/BH)

ED 055 234 VT 014 072

Winnick, Andrew J.

The Characteristics, Education and Earnings of Technicians. Final Report.

California Univ., Santa Barbara. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 70

Note—375p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 194 560; MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Classification, Education, *Employment Qualifications, *Income, *Job Analysis, Job Training, Manpower Development, Manpower Utilization, Subprofessionals, *Technical Education, *Technical Occupations

This report is concerned with the classification, education, training, and earnings of technicians. The report seeks an operational definition of the term "technical" and examines how one classifies individuals into the technical category. Improved methods of occupational classification are sought, using the statistical technique of discriminate analysis to evaluate the impact of unreliably classified workers on the patterns of job activities displayed by workers in what was designated as technical occupations. A classification procedure based on the discriminate analysis is employed to allow reclassification of certain of the unreliable workers. The amount and type of education and training of workers in technical occupations are examined and differences in education and training are related to differences in earnings. (Author/JS)

ED 055 235 VT 014 075

Gleason, William Earl

Functions of Industry Approach to Curriculum for Vocational Education.

Pub Date 67

Note—127p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-10,523; MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Content Analysis, *Curriculum Development, Doctoral Theses, Industrial Education, *Industrial Personnel, *Job Analysis, Job Training, *Managerial Occupations, Occupational Information, *Service Occupations, Statistical Analysis, Taxonomy, Vocational Education

The primary purpose of the study was to utilize the "functions" of an industry, as opposed to the more traditional use of the "job titles," to develop a curricular basis for educational programs to meet the needs of potential workers in an industry, with the scope of the study limited to the management and service functions. In the first phase of the study, industry and education experts developed a taxonomy for use in analyzing technical and personal-social competencies required of workers in the industry, with the activities and competencies grouped by relatedness to typical curriculum areas. The second phase, utilizing a jury of experts, involved refining and verifying the validity and appropriateness of the content to curriculum development. The study revealed 75 activities and 35 competencies for the management functions and 76 activities and 31 competencies for the service function. These were grouped under 10 curriculum areas, and the jury responses indicated a high degree of agreement for the activities and competencies identified. This approach was found to be a workable concept for analysis of an industry. (Author/GEB)

ED 055 236 VT 014 076

Alger, Leon John, Jr.

A Rationale for the Establishment of Area Vocational Education Programs in Michigan.

Pub Date 67

Note—221p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-14,467, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Area Vocational Schools, *Educational Needs, *Educational Objectives, Educational Philosophy, *Educational Programs, Enrollment Projections, *Models, Program Costs

Identifiers—Michigan

This study was undertaken to show why area vocational education programs should be developed at both secondary and postsecondary levels and to develop a model for organizational and curricular patterns for vocational education at the local level. Empirical data were analyzed to show the need for vocational education in Michigan, and a philosophical basis for area programs was developed, along with implications for Michigan. Costs and minimum enrollments were projected to justify an area vocational education program for Michigan. Models were developed for curriculums and organizational patterns on an area basis. (Author/BH)

ED 055 237 VT 014 080

Impellitteri, Joseph T. Kapes, Jerome T.

A Longitudinal Study of Vocational Development: Implications for Vocational Education and Guidance.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—VDS-Monogr-I

Pub Date Jul 71

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Planning, *Educational Experience, *High School Students, *Longitudinal Studies, Occupational Guidance, *Vocational Development, Vocational Education

To identify the effects of the senior high school experience on the vocational development of youth, a 10-year longitudinal study was undertaken to trace the development of ninth graders from three Pennsylvania school districts. Included in the study are all Altoona students who finished Grade 9 in 1969, and all the Hayleton and Williamsport students who completed Grade 9 two years later. This first report describes the total 10-year study and provides a reference point for future publications resulting from the study. Implications for curriculum planning and guidance are discussed. Although primarily applicable to the three districts involved, the findings are generalizable to other school systems. A related document is available as VT 014 081. (BH)

ED 055 238 VT 014 081

Kapes, Jerome T.

The Relationship Between Selected Characteristics of Ninth Grade Boys and Curriculum Selection and Success in Tenth Grade.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—VDS-Monogr-2

Pub Date Aug 71

Note—149p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Aspiration, Comparative Analysis, Correlation, Family Background, Grade 9, *Grades (Scholastic), *High School Curriculum, *High School Students, *Individual Characteristics, Longitudinal Studies, Occupational Aspiration, *Success Factors, Vocational Development, Vocational Education

This second report on a 10-year longitudinal study of Pennsylvania youth identifies selected individual characteristics which are predictive of choice between academic and vocational curriculums and academic success after Grade 10. Using data on all male Altoona public school students who were in Grade 9 in 1968-1969, the study analyzed the effects of variables measuring ability, occupational values, vocational maturity, family background, and occupational aspirations. The results show that success in the academic curriculum is much more predictable than success in the vocational curriculum, with 51 percent of the variance explained by five variables in the former compared with only 27 percent by all the variables in the latter. Curriculum choice was found to be even less predictable, with only 22 percent of the variance explained by the 12 variables. Further research with two other samples will be used to validate the results. A related document is available as VT 014 080 in this issue. (BH)

ED 055 239 VT 014 098

Norton, Robert E. And Others

An Evaluation of Oklahoma's Exemplary Vocational Education and Occupational Orientation Program, Tulsa Public Schools. Interim Evaluation Report.

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 15 Aug 71

Grant—OEG-0-71-0530(361)

Note—104p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Demonstration Programs, *Disadvantaged Youth, Educational Administration, *Occupational Information, Program Descriptions, Program Effectiveness, *Program Evaluation, *Urban Schools, *Vocational Education

Identifiers—*Occupational Exploration, Oklahoma, Tulsa Public Schools

The Oklahoma exemplary program located at Tulsa was designed to provide occupational orientation and vocational training for disadvantaged and previously unserved students from Grade 5 through 12 in a comprehensive urban school system. To evaluate the program, data were collected about the: (1) contest or goals and objectives of the program in relation to its setting, (2) inputs, or resources available and used, (3) procedures and techniques used to implement the program, and (4) outcomes of the program. For comparison purposes, control students were selected at the eighth, ninth, and tenth grade levels. Findings indicate that at the fifth and sixth grade levels the program successfully acquainted students with a wide range of occupations. At the tenth grade level the cluster skill training had a positive influence on the attitudes of the girls toward school, but there were no significant differences between the attitudes of the two groups of boys. Specific recommendations are that the program continue funding for another year and that coordination of the programs be improved at all levels. (Author/GEB)

ED 055 240 08 VT 014 100

Brandau, George C.

The Development of Individualized Instruction in Vocational Education. Final Report.

Willingboro Public School District, N.J.

Spons Agency—Office of Education (DHEW). Washington, D.C. Bureau of Research.

Bureau No—BR-9-0538
Pub Date 28 Dec 70
Grant—OEG-0-9-400538-4586(010)
Note—73p.; Report dealing with the teacher training institute held at Willingboro Memorial Junior High School (Willingboro, N.J., July 21-August 3, 1969)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Change Agents, *Educational Change, Educational Innovation, *Individualized Instruction, *Inservice Education, Instructional Materials, Program Development, Summer Institutes, Teacher Workshops, *Vocational Education, Vocational Education Teachers
Identifiers—ES 70
This teacher training institute was aimed primarily at developing teacher efficiency in the writing of behavioral objectives and in developing individualized instructional programs. The grant for the inservice program came as a result of communication between the schools of the ES '70 network which highlighted the need for training in these areas, including the construction of learning packages. Therefore, it was a major objective of the institute to encourage development of skills in writing behavioral objectives, with the hope that participants would apply these skills in implementing individualized programs in their home districts. A followup workshop, which addressed the institution of change and the role of the change agent, was conceived as a result of difficulties encountered by the above ES '70 schools in implementing new programs. Specific attention was given to the problems encountered when one attempts to change curriculum and methodology in the high schools. An evaluation of both sessions is included in this report. (JS)

ED 055 241 52 VT 014 104
Davis, J. Clark Trout, Len L.
Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Institute VI, Final Report.
Nevada Univ., Reno. Coll. of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0524
Pub Date May 71
Grant—OEG-0-9-150524-4520(725)
Note—349p.; Part of a Short Term Inst. for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas (Nevada Univ., Reno, June 14-17, 1970)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Disadvantaged Youth, Educational Needs, Educational Planning, *Inservice Teacher Education, *Institutes (Training Programs), *Metropolitan Areas, Models, Professional Education, Student Needs, Teacher Education, Technical Education, Urban Youth, *Vocational Education Teachers
This report presents the proceedings of a 4-day institute attended by 82 individuals representing university personnel, state department of education personnel, and local school district personnel. Conducted in response to critical problems in vocational teacher education, the institute focused on ways to locate and prepare adequate numbers of teachers to work with urban disadvantaged youth. The general plan of attack adopted by the institute was to have each participant, with the help of the 19 consultants, develop a teacher training model appropriate for his own situation. To this end, the format of the program consisted of a series of formal presentations, a question-and-answer panel, small group work sessions, and a variety of evaluations of the proceedings. A major conclusion advanced by this institute was that the teacher education model needs to stress that the teacher is both a manager of resources and an effective specialist in a prescribed area. Among the more than 15 formal presentations were: "The Need for Flexible Instructional Systems" by Howard McFarm, and "Desirable Characteristics of Vocational-Technical Teachers for Metropolitan Areas" by Duane Nielsen. (Author/JS)

ED 055 242 52 VT 014 105
Needham, Raymond Binnie, Arthur
Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas. Final Report.
Green River Community Coll., Auburn, Wash.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0524
Pub Date Jun 71
Grant—OEG-0-9-100524-4520
Note—213p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas. Institute VIII
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Choice, *Career Education, *Career Planning, Conference Reports, Followup Studies, Inservice Education, *Junior High Schools, Occupational Guidance, Program Development, Program Improvement, *Program Planning, Student Needs, Summer Institutes, Urban Areas, *Vocational Counseling, Vocational Education
Identifiers—Occupational Exploration
Participants representing 18 western states and 37 cities attended an inservice institute designed to (1) identify trends, (2) examine current innovative programs, (3) look at roadblock programs, and (4) develop impact plans to cause improvement in occupational programs in the participants' home cities and states. Participants, including counselors, teachers, supervisors, administrators, community action workers, and teacher educators, were assigned to task forces to develop action plans. Consultants at the Institute made presentations concerning career development, and represented such areas as counseling and guidance, vocational education, manpower education, and state level administration. Also, a student panel selected from the Seattle School District brought the point of view of the junior high school to the Institute by identifying real student concern and feeling about the world of work. A followup report 6 months later, indicated that plans of actions developed through the task forces were actually implemented in the participants' home districts. Analysis of all evaluation instruments indicated that Institute VIII was successful. The speeches by the various consultants are included in this final report, along with committee reports and a list of participants and group assignments. (Author/JS)

ED 055 243 52 VT 014 106
Bartel, Carl R.
Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. Institute V, Final Report.
Arizona State Univ., Tempe.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0524
Pub Date May 71
Grant—OEG-0-150524-4520
Note—188p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Ancillary Services, Disadvantaged Youth, Educational Administration, *Educational Coordination, Educational Needs, Educational Planning, Institutes (Training Programs), *Metropolitan Areas, *Professional Continuing Education, Technical Education, *Vocational Education
This one-week institute emphasized the development of patterns of administration and coordination of supportive services to help students who find it difficult to obtain adequate occupational training for reasons beyond their control. The institute provided participants the opportunity to develop strategies and models that could be followed or adapted for use in their respective home states. Four working groups were organized to develop guidelines and/or models adaptable to various geographic locations in metropolitan areas. The group reports which were made on the final day resulted in meaningful suggestions for more effective coordination of supportive services. (BH)

ED 055 244 52 VT 014 107
Lester, Seelig
Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968. Volume IV, Final Report.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0535
Pub Date Feb 71
Grant—OEG-0-9-480535-4435(725)
Note—160p.; Part of Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Problems, Educational Needs, *Educational Planning, Guidelines, *Institutes (Training Programs), *Metropolitan Areas, Models, *Professional Continuing Education, *Vocational Education
Identifiers—*Vocational Education Act of 1968
The goals of this institute were: (1) to develop guidelines and a matrix for short- and long-range planning of vocational education programs in metropolitan areas, and (2) to apply the matrix in planning for a single metropolitan area. In the first phase of the institute, guidelines were developed for planning both direct and ancillary services to populations for whom programs may be funded under the Vocational Education Amendments of 1968. The second phase produced specific plans to implement the guidelines. Based on the results of this institute, it was concluded that there is a need for more clearly defined study, which could serve as the basis for 1-year and 5-year plans for almost any area. (BH)

ED 055 245 52 VT 014 108
Rush, Ernest L. Troutman, Frank H.
Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968. Institute X, Final Report.
Little Rock Public Schools, Ark.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0524
Pub Date Apr 71
Grant—OEG-0-9-150524-4520(725)
Note—294p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrative Problems, Administrator Role, Educational Finance, Educational Needs, *Educational Planning, Guidelines, Information Sources, *Institutes (Training Programs), *Metropolitan Areas, *Professional Continuing Education, Program Evaluation, Vocational Directors, *Vocational Education
Identifiers—*Vocational Education Act of 1968
This 2-week institute was held to prepare vocational educators to plan effectively for annual and long-range programs of vocational education for metropolitan areas according to the 1968 amendments. The institute emphasized planning, budgeting, and evaluation, and procedures for effective program planning. Various sources and validity of all data needed for effective planning were explained to the participants. Five guidelines were prepared on strategies and procedures useful to vocational educators in planning, budgeting, and evaluation. (BH)

ED 055 246 52 VT 014 109
Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. Institute IV, Final Report.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-0535
Pub Date Apr 70
Grant—OEG-0-9-480535-4436(725)
Note—65p.; Part of Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas (Washington, D.C., April 12-17, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ancillary Services, Articulation (Program), *Conference Reports, Educational Administration, *Educational Coordination, Educational Needs, Educational Objectives, Educational Planning, Followup Studies, Information Systems, *Metropolitan Areas, Systems Approach, *Vocational Education
This conference emphasized the consideration of the total structure of supportive services for students, explored the relationships and the conflicts between present structures, and considered the systems approach to the creation and imple-

mentation of a master plan for supportive services. Participants from the 26 cities and 29 alternate cities east of the Mississippi which have been singled out as targets for special attention were invited to share in the 4-day conference. The philosophical discussions led to the conclusion that there may be glaring inadequacies in the system. Also, it was concluded that the body needed to investigate new possibilities for coordination of supportive services, that they needed to communicate more clearly with other systems seeking to serve students, and that they could share the institute findings with others in their area by means of seminars, sharing reports, or setting up discussions between services at the local level. (GEB)

ED 055 247 52 VT 014 110
Righthand, Herbert
Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Volume VII, Final Report.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0535
Pub Date Feb 71
Grant—OEG-0-9-480535-4435(725)
Note—137p.; Part of Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Administration, Educational Improvement, Educational Needs, Educational Planning, *Inservice Teacher Education, *Institutes (Training Programs), *Metropolitan Areas, *Professional Education, Resource Materials, Teacher Education, Technical Education, Vocational Education, *Vocational Education Teachers
This institute was designed to study the needs and problems of vocational teaching in metropolitan areas and to recommend model teacher preparation practices. A total of 60 participants, representing 23 states, Washington, D.C., and the Virgin Islands, took part in this program, which consisted of general sessions, homogeneous and heterogeneous small group sessions and a field trip to an inner city program. The general conclusion was that there is need for great flexibility and breadth in teacher requirements, certification, and preservice and inservice education. Recommendations include occupational experience for guidance personnel, guidance courses for vocational teachers, vocational courses for all teachers, flexible curriculums and methodologies in the areas of sociology and psychology, and that colleges and universities should provide a vocational-technical teacher preparation program which extends beyond the confines of its classrooms. (GEB)

ED 055 248 52 VT 014 111
Valentine, Ivan E. Lowery, Nelson W.
Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs. Final Report, Institute IX, Volume I. Final Report
Albuquerque Technical Vocational Inst., N. Mex.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0524
Pub Date Jun 71
Grant—OEG-0-9-150524-4520(725)
Note—159p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Change Agents, Community Resources, Curriculum Development, *Educational Change, Educational Innovation, Guidelines, Information Systems, *Institutes (Training Programs), *Metropolitan Areas, Models, Program Development, Program Planning, Research Tools, *Research Utilization, Simulation, Urban Areas, *Vocational Education
Identifiers—Delphi Technique
Fifty vocational educators, including directors of Research Coordinating Units, participated in a 1-week institute designed to identify ways to revitalize vocational education in metropolitan areas. The participants heard and reacted to presentations by five nationally recognized individuals which emphasized change process and educational innovation. Participants also met in small groups to develop models and guidelines useful in implementing change in their home states. On the last day a posttest was administered which indicated participants were generally well pleased with the presentations and overall operation. Also, evidence indicated that a majority of participants had implemented planned program changes as a result of having attended the institute. The five major presentations are available in VT 014 112 in this issue. (Author/JS)

ED 055 249 52 VT 014 112
Valentine, Ivan E. Lowery, Nelson W.
Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs. Institute IX, Volume II, Final Report.
Albuquerque Technical Vocational Inst., N. Mex.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0524
Pub Date Jun 71
Grant—OEG-0-9-150524-4520(725)
Note—147p.; Part of Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Administration, Educational Needs, *Educational Planning, *Information Systems, Inservice Teacher Education, *Institutes (Training Programs), *Professional Education, Research Methodology, Simulation, Systems Analysis, *Vocational Education
The five papers contained in this document were written by individuals with nationally recognized expertise on the selected subjects and designated experts presented reviews of the papers during the institute. Topics include: (1) "An Assessment of Present Information Systems and Implications for Vocational Education" by Douglas C. Towne, (2) "Systems Analysis as an Instrument for Change in Urban Education" by David S. Bushnell, (3) "Long Range Planning in Vocational-Technical Education" by Joseph F. Malinski, (4) "An Overview for the Application of Community Resources Relative to Specific Educational Needs" by A.P. Garbin, and (5) "Using the Delphi Technique and Simulation Exercises in Implementing Planned Program Change in Vocational Education" by Donald Anderson. A related document, Volume I, is available as VT 014 111. (GEB)

ED 055 250 24 VT 014 127
Ornstein, Michael D.
Entry into the American Labor Force.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1610
Pub Date Sep 71
Grant—OEG-2-7-061610-0207
Note—470p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Academic Achievement, Biographical Inventories, Comparative Analysis, Employment Experience, Entry Workers, *Family Background, *Job Tenure, Negroes, *Occupational Mobility, *Racial Differences, Salary Differentials, Social Status, Success Factors, Wages
Identifiers—*Labor Force Entry
This analysis of entry into the labor force by American men between the ages of 30 and 39 was based on a set of about 1,600 retrospective life history interviews, approximately half from whites and half from blacks. At the time of entry the mean level of whites' education was higher than that of blacks and this was translated into jobs with higher prestige for the whites. When education was held constant there was little difference between the first job wages of whites and blacks. The only race differences at this early point were among men with very high levels of education, where whites had significantly better jobs. The social class of a respondent's family strongly influenced his level of education but did not affect the jobs he obtained. In the 8 years after entry, the gap between whites and blacks spread to the lower levels of education. The tasks men performed were largely based on their levels of education, but their wages came increasingly to be dependent on experiential factors, so men with limited amounts of education could experience considerable wage mobility. The first jobs obtained after entry exerted a unique and continuing influence on later occupational mobility. (Author)

ED 055 251 VT 014 129
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Fall 1971.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—123p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly-one year $11.00, two years $18.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, Agricultural Education, Business Education, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education
This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education," are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 014 237). Others are available from the source identified in the abstract. (CD)

ED 055 252 VT 014 134
Magisos, Joel H. Berkebile, Lonnie A.
Computer Applications to ERIC Clearinghouse Document Collections: A Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Pub Date Mar 71
Note—323p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Computer Programs, Data Bases, Information Centers, Information Networks, *Information Processing, *Information Retrieval, Information Systems, *Information Utilization, Manuals, *Program Development, Research Tools, Research Utilization, Vocational Education
Identifiers—ERIC Clearinghouse Document Collections
The purpose of this project was to develop computer techniques for the production of VT-ERIC publications and to report these techniques so that they might be used by other ERIC Clearinghouses for production of their publications. The Clearinghouse needed to: (1) generate bibliographies from its own collection upon which to base information analysis papers, (2) conduct searches of the collection for solution to problems in the field, (3) generate camera-ready copy for publication of Clearinghouse abstract journals, and (4) describe the system to facilitate its installation in Clearinghouses and other agencies. Included in the report are an explanation of the system requirements, a description of computer program operating procedures, capability, and utilization, and a summary and recommendations. Extensive appendixes provide the technical details for the system including keypunching, job control language, control cards, error messages, program listing, program and system flow charts,

and page samples. A related document, Computer Applications to ERIC Clearinghouse Document Collections: A User and Installation Handbook is available as VT 014 135. (Author/JS)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — ED 013 371

Ability Identification

The Use of the Wechsler Intelligence Scale for Children in Differentiating Between the Endogenous and Exogenous Mental Defective. ED 055 099

Abstracts

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Fall 1971. ED 055 251

Investigation Into Sociology of Education Abstracts: Volume I, Report on First Stage of Project. ED 054 780

Research in Self-Disclosure: An Annotated Bibliography. ED 054 471

Academic Achievement

Accountability and the Controversial Role of the Performance Contractors. A Critical Look at the Performance Contracting Phenomenon. ED 054 528

Adult Basic Education; Students' Progress Guide. Experimental Study for Evaluation and Proposed Revision. ED 054 442

A Comparison Between Standard Instruction and Reinforcement Program for the Trainable Retarded. Research and Development Report, Volume IV, Number 3. ED 054 591

Concept Achievement in Science and Its Relationship to Some Non-Intellectual Characteristics of Prospective Elementary Teachers. ED 054 926

Do Low Grades Cause College Students to Give up? ED 054 725

Educational Attainment of Workers, March 1969 and 1970. ED 054 397

The Effect on Self Concept of the Chattanooga Neighborhood Youth Corps and of Education, Vocational Aspiration, and Sex Role. ED 055 232

Entry into the American Labor Force. ED 055 250

Experimental Assessment of an Incentive Program to Enhance School Learning: A Pilot Study. Final Report. ED 055 115

Factors Affecting Academic Achievement of Adult Students Enrolled in Ontario University Credit Courses. ED 054 408

Preschool Behavioral Style and Later Academic Achievement. Final Report. ED 054 511

Problems of Prediction with College Education Achievement Project Students at Allen University. ED 055 100

Social and Economic Determinants of the Educational Achievement of Selected Eleventh Grade Students in Rural Kentucky: An Exploratory Study. ED 054 889

Student Involvement in the Instructional Process Through Tutoring. ED 055 046

Success and Self-Conception: The Impact of Academic Grades on the Student Role Identities of Black and White Adolescents. ED 055 140

Token Reinforcement and Academic Objectives with the Trainable Retarded. Research and Development Report, Volume IV, Number 2. ED 054 590

The Use of Multiple Regression and Path Analysis in Analyzing Success in Journalism at Iowa State University. ED 055 073

Academic Aptitude

An Exploratory Investigation of the Carroll Learning Model and the Bloom Strategy for Mastery Learning. ED 054 983

Scholastic Aptitude in Minnesota Colleges--1968. ED 055 106

Academic Education

The Relationship of Internal-External Control and Adjustment and Satisfaction in Structured and Unstructured Academic Programs. ED 054 503

Academic Freedom

Academic Freedom: National Council for the Social Studies Policy Statements. ED 055 064

Academic Performance

Applications of Bayesian Methods to the Prediction of Educational Performance. ED 055 095

Internal vs. External Control and Two Examples of Classroom Behavior. ED 054 476

Project Access Research Report No. 2: Patterns of Test Performance by High School Students of Four Ethnic Identities. ED 055 102

Accreditation (Institutions)

The American Council on Education for Journalism: An Accrediting History. ED 055 074

Annual Report 1970, Commission on Institutions of Higher Education. ED 054 743

Requirements and Guidelines for Dental Hygiene Education Programs. ED 054 742

Acculturation

The Catawba Nation. ED 054 900

Achievement

Social Approval and Achievement Striving in the Kindergarten. ED 054 845

Student Achievement in College Calculus, Louisiana State University 1967-1968. ED 054 923

Achievement Gains

Effects of Small Group Instruction on Achievement of Technical Information by Ninth Grade Industrial Arts Students. ED 055 178

A Study of the Interpersonal Perceptions of Disadvantaged Children. ED 055 125

Achievement Need

Teaching Achievement Motivation: Theory and Practice in Psychological Education. ED 054 997

Acting

A Course of Study in Acting Fundamentals for Junior College. ED 054 771

Action Programs (Community)

Problems of Community Action in Appalachia. ED 054 878

Youth Paeticipation in Community Action: Report of a Demonstration Training Project. ED 054 874

Activism

Changes in the Structure of Relations Between Groups and the Emergence of Political Movements: The Student Movement at Harvard and Wisconsin, 1930-1969. A Thesis. ED 055 004

Participation in Anti-War Demonstrations: A Test of the Parental Continuity Hypothesis. ED 054 478

When Familiarity Breeds Respect: Toward the Depolarization of Police and Student Attitudes toward Each Other. ED 054 470

Activities

The Role of Outdoor Education.

ED 054 910

Activity Units
Activities Selected from the High School Geography Project.
ED 054 991

Adjustment (to Environment)
The Relationship of Internal-External Control and Adjustment and Satisfaction in Structured and Unstructured Academic Programs.
ED 054 503

Administration
The Academic Library Administrator and His Situation. Final Report.
ED 054 796
The Administrator of a Special Library or Information Center and His Situation. Final Report
ED 054 799
Model for Participatory Governance for Community Colleges.
ED 054 772
The Public Library Administrator and His Situation. Final Report.
ED 054 797
The School Library Supervisor and Her Situation. Final Report.
ED 054 798

Administrative Change
Model for Participatory Governance for Community Colleges.
ED 054 772

Administrative Organization
An Analysis of the Administrative Structure and the Role of the Chief Vocational-Technical Education Administrator in Public Junior Colleges.
ED 055 219
Manual of Operation for Administrative Functions, Wisconsin State University - Whitewater, 1971.
ED 054 733
Model for Participatory Governance for Community Colleges.
ED 054 772

Administrative Personnel
The Civil Defense Director/Coordinator: An Orientation to the Position. A Program of Instruction for Local Civil Defense Coordinators.
ED 054 436
The Effect of School System Size and Position in the Administrative Hierarchy upon the Guidance Administrator's Perceived Level of Authority and Needs Satisfaction.
ED 054 492
Michigan Library Trustees Manual.
ED 054 823
Status of Phased Retirement in Higher Education.
ED 054 752
Structural and Organizational Interaction of Educational and Community Leaders in a Small Community. Final Report.
ED 054 532

Administrative Policy
Status of Phased Retirement in Higher Education.
ED 054 752

Administrative Problems
A Comparative Study of Middle Schools and Junior High Schools in the State of Michigan.
ED 054 530
School-Community Relations and Educational Change. PREP-24.
ED 054 536

Administrator Attitudes
An Examination of Selected Salient Correlates of Nebraska School Administrators as Related to Vocational Education.
ED 055 220
The Feasibility of a System for the Exchange of Information about Locally Produced Instructional Materials Between Industrial Arts Programs in Higher Education.
ED 055 194
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ED 054 485
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ED 054 638
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ED 054 482
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ED 054 742

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Requirements and Guidelines for Dental Hygiene Education Programs.
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ED 054 720

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ED 054 489
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ED 054 793

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ED 054 501

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ED 054 911

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ED 054 484

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ED 054 658

Diagrams
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Dialogue
Russian Basic Course: Dialogue Cartoon Guides, Lessons 1-83.
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ED 054 419
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ED 054 647
Colorado Innovates: A Directory of Alternative Teacher Education Programs.
ED 055 027
Directory of American College Theatre. Second Edition.
ED 055 084
Directory of Drug Information Groups.
ED 054 463
Directory of Facilities. Development Activities in the Marine Environment of the Coastal Plains Region.
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ED 054 931
A Directory of Selective Corrections Films.
ED 055 189
Education Directory: Education Associations 1969-1970.
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ED 054 721
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ED 055 083
A Selected Guide to Government Agencies Concerned with Exceptional Children.
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Colorado Innovates: A Directory of Alternative Teacher Education Programs.
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Counseling Needs of Environmentally Handicapped Students in Higher Education.
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EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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